

South Carolina Department of Education Strategic Plan

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State Superintendent of Education**

March 2009



Strategic Aims, Performance Goals, and Strategies

1. Accelerate Innovation

- 1.1 Schools are supported in developing and sustaining innovative programs.
 - 1.1 (a): Develop and communicate regularly a compelling vision of the ideal state of twenty-first century education in South Carolina.
 - 1.1 (b): Identify and promote effective and sustainable innovations, help match innovations to local needs, and provide specialized consulting expertise in a variety of innovative educational approaches. Create district-to-district, school-to-school, and classroom-to-classroom sustainable innovation design teams to facilitate development and implementation of education initiatives. Promote redesigned flexible teaching environments focused on student learning.
 - 1.1 (c): Develop collaborative systems that promote community involvement in education. Pursue partnerships between public schools and private entities, ensuring that the state curriculum and state assessments are used.
 - 1.1 (d): Create a technology innovation team in partnership with technology companies, foundations, teachers, students, and others with technology expertise to identify sustainable improvements in use of technology for student learning.
 - 1.1 (e): Create regional centers, possibly at colleges and universities, to foster collaboration between K–12 and postsecondary institutions, provide professional development opportunities, and assist local districts in developing their own high-quality professional development infrastructure.
 - 1.1 (f): Establish a standing committee of educators, researchers, and community members to assess and recommend improvements in professional development. Provide hands-on technical assistance to help schools develop creative ways of providing effective professional development within the school day. Recommend tested and proven approaches and create an evaluation model that emphasizes transformation of learning into practice, opportunity for reflection and

analysis, and impact on student learning and professional growth.

1.1 (g): Implement the professional learning community model, with resources and training provided through virtual or demonstration centers.

1.1 (h): Create an annual Superintendent's award for effective professional development.

1.1 (i): Link education initiatives and innovation to economic strategies such as clusters and higher average income goals.

1.2 Schools have flexibility to implement innovative strategies

1.2 (a): Review and revise regulations and policies to eliminate those that inhibit and strengthen those that enhance flexibility and sustainable innovation. Take the steps necessary to deregulate public education to the extent possible.

2. Reform Accountability to Ensure Student Success

2.1 Standards, assessment, and accountability systems promote student learning.

2.1 (a): Focus and benchmark academic standards within and across content areas so that every teacher can identify and address those standards most critical for student success at each grade level.

2.1 (b): Reduce the testing burden and give timely, useful data to teachers.

2.1 (c): Reform the school accreditation system.

2.1 (d): Create efficient structures for the mechanics of the accountability system (data collection, processing, and reporting) to ensure that data are available for educational decisions to start each school year.

2.1 (e): Create effective communication strategies that promote data quality in schools so that the accountability process, from data collection to reporting, will be more efficient and less time-consuming.

2.1 (f): Develop and maintain the statewide assessment program to include tests for students in grades three through eight in

English language arts, mathematics, science, and social studies; the High School Assessment Program in English language arts and mathematics; the End-of-Course Examination Program; and alternate assessments for students with significant cognitive deficits. Coordinate administration of the National Assessment of Educational Progress.

2.1 (g): Maintain a functional assessment team that meets regularly to coordinate activities and includes South Carolina Department of Education (SCDE) staff from all appropriate offices.

2.2 Schools have the assistance necessary for students to meet state standards.

2.2 (a): Provide more effective and efficient technical assistance to underperforming schools and districts.

2.2 (b): Focus resources on ensuring that by third grade, students have the reading skills to succeed at subsequent grade levels.

2.2 (c): Design, implement, and upgrade management improvements and school board quality where local community governance and accountability are poor.

3. Expand Public School Choices for Parents and Students

3.1 All public schools provide curriculum choices.

3.1 (a): Provide leadership to local districts in planning, implementing, and evaluating choice programs that meet the needs of all students. Document successful, research-based choice models and catalog best practices and lessons learned. Articulate that choice options can be internal or external to the school, cross district lines, or include charter schools, vocational schools, and schools with Education and Economic Development Act (EEDA) clusters of study.

3.1 (b): Develop strategies to involve parents in creating viable and substantive choice options and to educate parents about the merits of available options.

3.2 Students have a variety of routes to high school completion, postsecondary study, and career.

- 3.2 (a): Promote options that include alternative routes to high school completion, productive work, and success in life. Expand virtual school offerings as choice options for parents and students.
- 3.2 (b): Assess all laws and regulations (federal, state, and local) that prevent or restrict choice and make changes as appropriate to encourage choice.
- 3.2 (c): Identify funding sources to support planning and implementation of choice options.
- 3.2 (d): Study the possibilities for funding transportation costs for school choice options.

4. Promote Fair and Equitable School Funding

- 4.1 Schools have sufficient resources to provide a high-quality education.
 - 4.1 (a): Remove dedicated funding requirements that stifle innovation and encourage more flexible and equitable funding and resource allocation.
 - 4.1 (b): Increase teacher salaries in the areas of greatest need to the levels necessary to attract great teachers to serve children with the greatest needs. Revise incentives such as retirement benefits, insurance benefits, salary supplements, and/or significant bonuses for length of service and effectiveness to attract and retain skilled teachers to high-poverty rural areas or other areas where students from poverty are aggregated.
 - 4.1 (c): Consistently raise average teacher salaries until we reach the national average.
 - 4.1 (d): Revise the funding system to address aggregation of poverty, aggregation of special needs students, growth of population, and inflation to assure that basic costs are covered to support teachers in the conditions in which they are teaching. Design and implement a funding allocation system that delivers the resources necessary to lift children with the greatest needs to achievement of state standards; increases the poverty weighting factor and the aggregation of poverty weighting factors; accounts for community wealth, social capital, ability to raise capital for infrastructure, and

other elements; and does not supplant local accountability and governance.

4.2 School facilities are adequate to support learning.

4.2 (a): Establish a state infrastructure bank for schools.

4.2 (b): Upgrade and maintain facilities, infrastructure, and technology in communities where local capital is not available.

5. Elevate and Reinvigorate the Teaching Profession

5.1 Educator recruitment, mentoring, and retention systems produce an adequate supply of well-qualified teachers.

5.1 (a): Increase the number of people who enter the education profession.

5.1 (b): Increase the number of beginning educators who successfully transition into the education profession.

5.1 (c): Increase the retention rate of educators.

5.2 Educators are effective.

5.2 (a): Increase and improve opportunities for professional growth and development.

5.2 (b): Provide opportunities for all students to have access to highly effective teachers.

5.3 Schools have an adequate supply of well-qualified leaders.

5.3 (a): Increase the pool of potential education leaders.

5.3 (b): Increase the effectiveness of school and district leaders.

6. Increase High Student Achievement and Successful Completion of PreK–12 education

6.1 All students enter school prepared for learning, demonstrate essential knowledge and skills as defined through rigorous, relevant curriculum standards, and graduate from high school on time, ready for college and career.

6.1 (a): Expand early childhood education and parenting programs that ensure students enter school prepared for learning and that provide appropriate accountability for all stakeholders.

Provide universal four-year-old kindergarten for all South Carolina children.

- 6.1 (b): Provide coordinated birth through third grade early childhood education and health services to every child in need.
- 6.1 (c): Fully implement and support visual arts, humanities, music, and the performing arts.
- 6.1 (d): Hold students to rigorous and relevant academic standards.
- 6.1 (e): Close the achievement gap.
- 6.1 (f): Increase the graduation rate/successful completion of all students. Prepare students to finish PreK–12 education ready for college and workforce.
- 6.1 (g): Promote healthy development and healthy choices.
- 6.2 Parents are active, involved participants in their children's education.
 - 6.2 (a): Create a continuum of service programs for parents, including adult literacy programs, in coordination with the technical college system, faith-based communities, and other education stakeholders.
 - 6.2 (b): Redefine parent involvement to focus not on how often parents come to school but on the skills parents use to help students achieve and on developing parenting skills that improve student achievement.

7. Ensure Efficient Operations

- 7.1 The SCDE is organized in a way that emphasizes its role as a service provider to educators.
- 7.2 School support systems are efficient and effective.
 - 7.2 (a): The school transportation system is safe and effective.
 - 7.2 (b): Food service and nutrition programs are efficient.

Strategic Plan

1. Accelerate Innovation

1.1 Schools are supported in developing and sustaining innovative programs.

1.1 (a): Develop and communicate regularly a compelling vision of the ideal state of twenty-first century education in South Carolina.

Division of Standards and Learning

Office of Standards and Support

Ongoing

Communicate regularly, face-to-face and virtually, with Instructional Leaders' and Superintendents' Roundtable groups and district content specialists to support the agency's vision for cutting-edge instructional practices as they relate to curriculum standards.

June 30, 2009

Provide an up-to-date Office of Standards and Support Web site providing academic standards and accompanying support documents as well as additional resources that support the areas of African American studies and financial literacy.

Collaborate with the Early Childhood Comprehensive System Advisory Panel to develop a shared vision of early childhood education.

Collaborate with the Office of the Governor and the Office of First Steps to support high-quality early childhood development and education services.

June 30, 2010

Schedule and facilitate regular meetings with the Office of First Steps.

Collaborate with public and private organizations offering services for young children through programs including the United Way's Success by Six, the Institute of Reading, the Alliance for South Carolina's Children, the Head Start Collaboration Project, the Department of Social Services (DSS), the University of South Carolina, and business, health, and welfare programs.

June 30, 2009

Attend all scheduled meetings and maintain meeting agendas, notes, and or action plans generated.

Assist districts and schools in increasing the quality of early childhood education programs through national early childhood accreditation.

December 31, 2010

Establish and convene an advisory group.

Schedule and facilitate quarterly meetings with the advisory group.

Establish guidance for voluntary enrollment process.

Facilitate technical assistance and professional development to be provided by accreditation validators from the National Association for the Education of Young Children.

Maintain site visit and technical assistance logs.

Enhance, maintain, and update the office Web page to communicate a clear vision of ideas, programs, projects, and initiatives in districts and schools.

June 30, 2009

Review the Web page regularly and provide updates and enhancements when necessary.

Develop and use innovative communication strategies and techniques such as newsletters, tag-lines on email, professional development sessions, and general information in publications to communicate the office's vision.

June 30, 2010

Publish a monthly newsletter, "Teaching and Learning Links."

Form a communications strategies committee.

Develop a communications plan that includes innovative strategies and techniques, templates, style sheets, and other elements.

Form a district advisory committee to provide input and feedback on communications strategies.

Meet with the advisory committee quarterly.

Maintain samples of information disseminated by the office demonstrating the use of innovative communications strategies and techniques.

Enhance the Web presence to emphasize mathematics and science connections with the Framework for 21st Century Learning.

June 30, 2009

Form a Web development team.

Identify specific Web resources based on the Department's strategic plan.

Perform an extensive review of the electronic resources available and provide links to the most relevant.

Field test the Web site during the spring semester of 2009.

Go live with the Web site by June 30, 2009.

Office of Adult Education

Provide professional development for adult educators on innovative curricula and programs to support a comprehensive career pathway system.

June 30, 2009

Facilitate or provide professional development sessions at least once a year that include presentations on innovative curricula, including use of the Writing Improvement Network curriculum, to assist in student attainment of the Career Readiness Certificate.

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December 31, 2010

Conduct a regional survey to establish topics for professional development sessions and/or need for additional training.

Ensure that professional development courses showcase innovative educational approaches, including those offered through the College of Charleston, the General Educational Development (GED) Teacher Academy, Best Practices in Adult Education, Teaching English Literacy

to Adult Learners, and Integrating Technology in the Adult Education Classroom.

June 30, 2009

Offer the GED Teacher Academy, Best Practices in Adult Education, Teaching English Literacy to Adult Learners, and Integrating Technology in the Adult Education Curriculum a minimum of once per year.

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December 31, 2010

Conduct regional surveys of the need to offer courses more or less often.

Office of Career and Technology Education

Ongoing

Communicate with stakeholders the vision and mission of a twenty-first century curriculum that includes high-demand and high-wage job opportunities.

Maintain an office Web site with listings of workshops, presentations, and training opportunities.

Post resources and materials to the office Web site to assist educators in implementing new initiatives.

Research and provide information to district and school leaders on innovative programs in fields such as future fuels, 3D imaging, hydrogen fuel technology, virtual surgery, and new programs and careers in environmental science.

June 30, 2009

Provide professional development for educators on innovative curricula and programs to support a comprehensive K-Adult career pathway system.

Provide monthly newsletters to schools, districts, and local communities with updates on innovative practices.

June 30, 2010

Provide professional development for educators on innovative curricula and programs to support a comprehensive K–Adult career pathway system.

Office of eLearning

Ongoing

Provide high-quality, video-based distance learning for educators using innovative delivery systems:

- Invest in piloting new video-based products each year.
- Increase and test offerings to school districts for input.
- Create a pilot program evaluation tool to assess the effectiveness of pilot programs and gauge program achievement levels.

Provide monthly or quarterly newsletters to districts with updates on available programs:

- Create monthly newsletters on current office programs with information that is beneficial to districts.
- Post and email newsletters to schools and districts to share information within their communities.
- Assess the effectiveness of newsletters by tracking viewer responses.

Post trainings, workshops, and presentations on the office Web site:

- Create and post on the Google calendar and on the SCDE Web site information about yearly trainings, workshops, and presentations that are beneficial to districts.
- Post and email links to schools and districts to share information within their communities.
- Evaluate and assess the effectiveness of trainings, workshops, and presentations through user/viewer feedback.

Provide educational Web portals and interactive Web sites for K–12 students, teachers, and parents through StreamlineSC, Educator+, Public Broadcasting System (PBS) TeacherLine, and PBS Teacher:

- Create yearly brochures of portals and post information that is accessible and beneficial to districts.
- Mail out brochures and post on the office Web site for schools and districts to share information within their communities.

- Evaluate and assess the effectiveness of yearly offerings by tracking usage and responses through user/viewer feedback and access links from districts.

June 30, 2009

Revise online professional development offerings for educators through multiple learning management systems:

- Invest in piloting new professional development courses each year.
- Increase offerings to school districts.
- Create an evaluation tool to assess the effectiveness of offerings and gauge program achievement levels.

June 30, 2010

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Office of Exceptional Children

Ongoing

Set rigorous and measurable targets through the South Carolina Part B State Performance Plan, develop and implement improvement activities, and monitor progress.

Provide high-quality training and technical assistance in the implementation of research-based practices and innovative service delivery.

Maintain an office Web site with listings of workshops, presentations, and training opportunities.

Post resources and materials to the office Web site to assist educators in implementing new initiatives.

June 30, 2009

Work collaboratively with districts and community agencies to develop innovative public school alternatives to meet the unique needs of students with disabilities in inclusive environments.

Division of Innovation and Support

Office of Public School Choice and Innovation and Public School Choice

Create an innovation advisory board to serve as advocates for quality twenty-first century education in South Carolina.

June 30, 2009

Conduct the kick-off meeting for the advisory board and schedule additional meetings for calendar year 2009.

Facilitate the advisory board's development of a strategic plan and goals.

June 30, 2010

Schedule and facilitate quarterly meetings of the advisory board for information-sharing, brainstorming, collaboration, and feedback.

Prepare the first annual report of the advisory board documenting progress on its strategic plan and goals.

December 31, 2010

Schedule and facilitate quarterly meetings of the advisory board for information-sharing, brainstorming, collaboration, and feedback.

Prepare the second annual report of the advisory board documenting progress on the strategic plan and goals.

Disseminate information on the vision, mission, and strategies of innovation efforts in South Carolina to accelerate academic performance.

June 30, 2009

Present at least twice a year to businesses, public and private organizations, and other interested parties South Carolina's efforts to accelerate academic achievement through innovation.

Create and disseminate quarterly an agency innovation newsletter to all SCDE offices and district superintendents describing and defining what innovation is and highlighting national and state innovation efforts. Promote a culture of sustainable innovation.

June 30, 2010

Present at least twice a year to businesses, public and private organizations, and other interested parties South Carolina's efforts to accelerate academic achievement through innovation.

Create and disseminate quarterly an agency innovation newsletter to all SCDE offices and district superintendents describing and defining what innovation is and highlighting national and state innovation efforts. Include examples from South Carolina schools. Promote a culture of sustainable innovation.

December 31, 2010

Present at least twice a year to businesses, public and private organizations, and other interested parties South Carolina's efforts to accelerate academic achievement through innovation.

Create and disseminate quarterly an agency innovation newsletter to all SCDE offices and district superintendents describing and defining what innovation is and highlighting national and state innovation efforts. Include examples from South Carolina schools. Promote a culture of sustainable innovation.

Prepare a report on efforts to accelerate innovation in South Carolina public schools.

Division of Accountability

Ongoing

Communicate regularly, face-to-face and virtually, with Instructional Leaders' and Superintendents' Roundtable groups and district specialists to support the agency's vision for cutting-edge practices.

Provide up-to-date office and division Web sites to support the agency's vision for cutting-edge practices.

Office of Assessment

Consider twenty-first century principles in developing new assessments.

Office of Federal and State Accountability

Via the External Review Team Process for Collaborative Planning to Increase Student Achievement, provide ongoing support for principals of at-risk schools in articulating a vision for achieving incremental growth in student performance on a yearly basis.

Office of Regional Services

Update and post annually the *At-Risk Student Intervention Implementation Guide* to reflect the most current innovative, evidence-based programs designed to decrease the number of students at risk of dropping out.

Division of Educator Quality and Leadership

Will infuse innovation and communicate a compelling vision of the ideal state of twenty-first century education throughout the programs and services offered by the division.

Will seek input and advice from the Education Leadership Fellows on future directions for DEQL, SCDE, and public education.

Will continue to work with the KnowledgeWorks Foundation, the National Commission on Teaching and America's Future (NCTAF) and other organizations to refine and implement Inside-out Centers for Learning in South Carolina.

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- 1.1 (b): Identify and promote effective and sustainable innovations, help match innovations to local needs, and provide specialized consulting expertise in a variety of innovative educational approaches. Create district-to-district, school-to-school, and classroom-to-classroom sustainable innovation design teams to facilitate development and implementation of education initiatives. Promote redesigned flexible teaching environments focused on student learning.
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Division of Standards and Learning

Office of Standards and Support

Ongoing

Continue to work with eight gifted and talented regional groups who meet regularly and provide professional development on a district-to-district level.

Encourage districts to develop school-to-school and district-to-district teams to collaborate and share ideas.

June 30, 2010

Develop and train grade-level interdisciplinary teams on specific innovation pedagogy and curriculum associated with outdoor-environmental education.

Promote grade-level team planning meetings to enhance outdoor-environmental education.

Review and revise guidelines and support documents for the Child Development Education Pilot Program (CDEPP) to strengthen implementation of 4K programs.

June 30, 2009

Convene an advisory panel.

Review all guidelines and support documents and revise accordingly.

Disseminate and post revised guidelines and support documents.

Assist districts in implementing the child care regulations required by DSS for CDEPP 4K programs.

June 30, 2009

Review DSS regulations with the CDEPP leadership team which provides technical assistance to participating schools and districts.

Meet with DSS representatives to gain clarification and share concerns.

Maintain established feedback loops within existing Mathematics and Science Unit programs to make data-driven decisions about innovations under development.

June 30, 2009

Form a data team comprised of Regional Mathematics and Science Center staff.

Develop a series of profiles of all the schools that have participated in the Mathematics and Science Coaching Initiative and received ongoing professional development since 2002.

Organize the profiles by identifying specific factors associated with positive outcomes.

Develop a "lessons learned" document and incorporate this information into planning for the upcoming school year.

Continue to facilitate mathematics and science networks within and between schools and districts through existing Mathematics and Science Unit programs.

June 30, 2009

Continue to work with the South Carolina Leaders of Mathematics Education, the South Carolina Science Council, and the South Carolina Council of Teachers of Mathematics.

Assign staff from the Regional Mathematics and Science Centers to attend monthly meetings of these organizations.

Support the goals of each group.

Collaborate with these organizations to develop mathematics and science support materials such as the revised mathematics support document.

Create a network of educators who have a shared knowledge base and understanding of research-based practices in early childhood education.

June 30, 2009

Conduct semiannual meetings of early childhood district representatives to disseminate information, assess needs, and provide appropriate professional development.

Maintain meeting agendas and attendance logs.

Share current research and impact studies through the office newsletter.

Provide support to teams such as school leadership teams, school improvement teams, school-based professional learning communities, and Reading Recovery Continuing Contact through the South Carolina Reading Initiative (SCRI), South Carolina Reading First (SCRF), Reading Recovery, and the Response to Intervention program to enhance educator knowledge about literacy research, theory, and practice.

June 30, 2009 (Ongoing based on available funding)

Facilitate meetings (virtual or face-to-face) for school leadership teams, school improvement teams, and school intervention teams to support school and district literacy reform efforts.

Facilitate monthly technical assistance visits (virtual or face-to-face) by literacy coaching and intervention specialists to support school and district reform efforts.

Facilitate awareness sessions to support use of the South Carolina Response to Intervention guidance document and support documents.

Expand a network of educators who have a shared knowledge base about the teaching and learning of reading and writing.

June 30, 2009 (Ongoing based on available funding)

Conduct the best practice seminar series to support educators' shared knowledge base about the teaching of reading and writing.

Conduct monthly Reading Recovery Continuing Contact meetings provided by Reading Recovery teacher leaders for all Reading Recovery teachers.

Conduct monthly professional development for SCRI and SCRF literacy coaching specialists to develop a shared knowledge base about the teaching and learning of reading and writing.

Make presentations at state conferences such as the South Carolina Literacy Conference and conferences sponsored by the South Carolina Council of Teachers of English, the South Carolina Council of the International Reading Association, and the South Carolina Middle School Association to support educators' knowledge base about the teaching of reading and writing.

Identify and model student engagement strategies in Mathematics and Science Unit professional development programs such as the South Carolina Algebra Project, the Mathematics and Science Coaching Initiative, the Middle School/High School Collaborative Initiative, and others.

June 30, 2009

Model specific student engagement strategies on the Web site through documents, video clips, and learning modules tied to the Mathematics and Science Coaching Initiative, the South Carolina Algebra Project, iCoaching, and the Middle School/High School Collaborative Initiative.

Continue to provide support for school intervention teams through the SCRF program.

June 30, 2009 (Ongoing based on available funding)

Facilitate monthly technical assistance visits (virtual or face-to-face) by intervention specialists to support school intervention teams.

Provide support for school intervention teams in implementing the SCRI, Reading Recovery, and the Response to Intervention program.

June 30, 2009

Facilitate monthly technical assistance visits, regional meetings, or Reading Recovery Continuing Contact (virtual or face-to-face) by intervention specialists or Reading Recovery teacher leaders to support school intervention teams.

Facilitate professional development (on-site and virtual) for SCRI schools, school leadership teams, and literacy coaching specialists.

Promote collaboration among elementary, middle, and high school literacy coaching specialists through ongoing professional development.

June 30, 2009

Facilitate monthly professional development for literacy coaching specialists and intervention specialists.

Provide the framework and tools for effective school-based coaching through school leadership team meetings, regional support, and ongoing professional development for SCRI and SCRF participants.

June 30, 2009 (Ongoing based on available funding)

Facilitate meetings (virtual and face-to-face) for school leadership teams, school improvement teams, and school intervention teams to support school and district literacy reform efforts.

Facilitate monthly technical assistance visits (virtual or face-to-face) by literacy coaching and intervention specialists to support school and district reform efforts.

Conduct monthly professional development for school-based literacy coaches, interventionists, literacy coaching specialists, and intervention specialists.

Expand professional development for school library media specialists and classroom teachers to emphasize collaboration and integration of twenty-first century learning skills.

June 30, 2009

Create twenty-first century professional development opportunities, such as podcasts and voice-over PowerPoint presentations, to illustrate collaboration and integration of twenty-first century learning skills.

Include examples in workshop and conference presentations.

Office of Adult Education

Continue to ensure that adult education sessions include a combination of teacher-directed instruction, group activities, and self-directed learning. Increase emphasis on student engagement in active learning, creative and innovative thinking, and critical thinking.

June 30, 2009

During annual local program reviews of one-third of adult education programs, conduct classroom observations and teacher interviews to establish evidence of appropriate teaching and learning procedures.

Facilitate or provide professional development sessions at least once a year that include presentations on engaging students in active learning, creative and innovative thinking, and critical thinking.

June 30, 2010

During annual local program reviews of one-third of adult education programs, conduct classroom observations and teacher interviews to establish evidence of appropriate teaching and learning procedures.

Facilitate or provide professional development sessions at least once a year that include presentations on engaging students in active learning, creative and innovative thinking, and critical thinking.

December 31, 2010

During annual local program reviews of one-third of adult education programs, conduct classroom observations and teacher interviews to establish evidence of appropriate teaching and learning procedures.

Work to eliminate "seat time" requirements in favor of individual progress as students are ready. Continue participating in the South Carolina Virtual School program to ensure that diploma students are given the option of progressing at their own pace.

Continue working to integrate learning from high school to postsecondary education.

June 30, 2009

In designated regions of the state, promote local partnerships with technical colleges to allow dual enrollment for adult education fast-track GED students participating in the Quick Skills Interagency Initiative.

June 30, 2010

Evaluate the outcome of fast-track GED adult education students dually enrolled in technical colleges to determine the possibility of continuing the Quick Skills Interagency Initiative or a similar effort.

December 31, 2010

Continue dialogue with the technical college system to allow dual enrollment of fast-track GED adult education students.

Ensure that adult education programs allow students to move from one level to another as indicated by post-test results and provide guidance to students transitioning to postsecondary education, including on-site visits to postsecondary institutions.

June 30, 2009

Provide or facilitate annual training for transition specialists that incorporates all aspects of assisting adult education students with the transition to postsecondary education.

Review transition specialists' quarterly reports to determine the effectiveness of these efforts.

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Review transition specialists' quarterly reports to determine the effectiveness of these efforts.

December 31, 2010

Review transition specialists' quarterly reports to determine the effectiveness of these efforts.

Promote transitions to adult education programs among students participating in the South Carolina Virtual School program.

Continue working through the English for Speakers of Other Languages (ESOL) Task Force to ensure best practices training for practitioners. Through Regional Adult Education Technical Assistance Centers, provide training for adult education practitioners involved in preparing students for the WorkKeys test.

June 30, 2009

Facilitate or provide regional professional development sessions at least once a year that include presentations on ESOL best practices and other training for WorkKeys teachers that features the Writing Improvement Network curriculum and related materials.

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Facilitate or provide regional professional development sessions at least once a year that include presentations on ESOL best practices and other training for WorkKeys teachers that features the Writing Improvement Network curriculum and related materials.

December 31, 2010

Conduct regional surveys to establish the effectiveness of professional development sessions and the need for additional training.

Office of Career and Technology Education

Ongoing

Work in partnership with districts to explore and implement innovative educational programs and initiatives:

- Expand opportunities for students to enroll in and complete online courses, especially in rural areas.
- Use Web conferencing and distance learning to share information on best practices and innovative curricula.
- Assist districts in finding innovative ways for teacher preparation and certification programs to implement innovative programs, especially in rural areas.
- Work in partnership with other agency offices to provide information on the latest instructional technology to enhance student learning, such as whiteboards, I Pods, and other devices.

June 30, 2009

Continue providing in-depth and guided sessions during the annual Education and Business Summit to assist districts and schools in creating a climate for innovation and enable educators to learn about innovative programs to encourage change.

Provide consulting assistance to school and district leaders to aid in developing new and innovative programs.

June 30, 2010

Increase opportunities for students to earn course credit at a worksite while mastering course content and twenty-first century workplace skills.

December 31, 2010

Provide opportunities for students to learn in multiple environments, including dual enrollment in secondary and postsecondary courses delivered at either secondary schools or college campuses.

Increase opportunities for students to earn course credit at a worksite while mastering course content and twenty-first century workplace skills.

Office of eLearning

June 30, 2010

Partner with agency offices to provide access to online professional development and instruction to educators in all schools on integrating technology into the curriculum:

- Provide online professional development courses that meet the needs of all schools and assist educators with graduation or recertification credits.
- Provide online Web conferencing and social networking tools so that educators can share ideas statewide.

Produce descriptive video segments on innovative programs and services to promote adoption:

- Create yearly brochures of portals and post information that is accessible and beneficial to districts.
- Mail out brochures and post them on the office Web site for schools and districts to share information within their communities.
- Evaluate and assess the effectiveness of yearly offerings by tracking usage and responses through user/viewer feedback and access links from districts.

Continue to provide a variety of Web tools, including online professional development, Web blogging, discussion boards, survey tools, and Web conferencing to aid district leaders, school leaders, and educators in developing, discussing, and implementing innovative ideas:

- Assist in the development of new online tools and their delivery.
- Provide training on formats and technical support that can assist with online instruction.
- Evaluate the effectiveness of each offering through online surveys.

Provide broadcast and online resources to districts and schools via Instructional Television (ITV):

- Create yearly brochures of portals and post information that is accessible and beneficial to districts.

- Mail out brochures and post them on the office Web site for schools and districts to share information within their communities.
- Evaluate and assess the effectiveness of yearly offerings by tracking usage and responses through user/viewer feedback and access links from districts.

Through the South Carolina Virtual School program, offer online learning options through a variety of delivery methods that complement the traditional high school curriculum. Archive statistical data on course usage and grades:

- Assist in the development of new online tools and their delivery.
- Provide training on formats and technical support that can assist with online instruction.
- Evaluate the effectiveness of each offering through online surveys.

Work with the Office of Public School Choice and Innovation to help support project-based programs at certain locations throughout the state to provide instructional technology support and innovative classroom practices.

December 31, 2010

Develop the Technology Curriculum Coaching Initiative to fund additional coaches, provide 1:1 laptop programs, and reach areas of the state that need additional instructional assistance:

- Produce and pilot new initiatives to aid with instructional assistance through the statewide South Carolina Certified Staff ePortfolio System.
- Deliver materials to districts that are in need of instructional assistance.
- Evaluate and assess the effectiveness of the materials and statewide system through user/viewer feedback.

Expand online instruction and conferencing to support all agency functions, such as assisting the Office of Transportation in providing continuing education programs for bus drivers:

- Assist in the development of a new online curriculum to meet the needs of each division in the agency that provides continuing education programs.
- Train divisions on formats and technical support that can assist with online instruction.
- Evaluate the effectiveness of each offering through online surveys.

Office of Exceptional Children

Ongoing

Work in partnership with districts to explore and implement innovative educational programs and initiatives:

- Partner with schools and districts to implement the Positive Behavior Interventions and Supports initiative.
- Partner with Anderson School District 2 to establish a prototype Strategic Instruction Model site.

Continue to support districts in implementing research-based educational strategies in general education to assist with the inclusion of students with disabilities.

Division of Innovation and Support

Office of Public School Choice and Innovation

Research and collaborate with the U.S. Department of Education, grants programs, research universities, and other interested parties to identify and test innovative strategies that affect student achievement.

June 30, 2009

Invest in beta testing or piloting two new innovative ideas each year.

Seek and increase research grant funding by 10 percent each year to support innovation pilots.

Create a pilot program evaluation tool to assess the effectiveness of pilot programs and gauge program achievement levels.

June 30, 2010

Invest in beta testing or piloting two new innovative ideas each year.

Seek and increase research grant funding by 10 percent each year to support innovation pilots.

Implement the pilot program evaluation tool to assess the effectiveness of pilot programs and gauge program achievement levels.

December 31, 2010

Invest in beta testing or piloting two new innovative ideas each year.

Seek and increase research grant funding by 10 percent each year to support innovation pilots.

Implement and report on the pilot program evaluation tool to assess the effectiveness of pilot programs and gauge program achievement levels.

Establish the Education Innovation Award to recognize districts, administrators, and teachers implementing innovative strategies that improve student achievement.

June 30, 2009

Complete a plan to implement the Education Innovation Award during fiscal year 2009–10.

June 30, 2010

Implement the first Education Innovation Award.

December 31, 2010

Increase the potential list of Education Innovation Award recipients by 10 percent each year.

Develop and implement a comprehensive training plan to promote agency-level and district-level professional development on creating cultures of sustainable innovation.

June 30, 2009

Provide quarterly professional development tools for School Improvement Fund schools.

Provide professional development on sustainable innovation to at least three agency cross-divisional teams each year.

Develop plans and curricula for school district professional development on a culture of sustainable innovation.

June 30, 2010

Provide quarterly professional development tools for School Improvement Fund schools.

Provide professional development on sustainable innovation to at least three agency cross-divisional teams each year.

Provide at least two professional development sessions for school districts on a culture of sustainable innovation.

December 31, 2010

Provide quarterly professional development tools for School Improvement Fund schools.

Provide at least five professional development sessions on a culture of sustainable innovation to agency and school district personnel.

Work with evaluators to measure the impact of professional development on a culture of sustainable innovation and report on the impact.

Develop and pilot teacher-teaming and looping programs to elevate and reinvigorate the teaching profession and improve student achievement.

June 30, 2009

Create Memorandum of Understanding agreements between the SCDE and looping partners to implement teacher-teaming and looping pilots. Beta test the pilot. Write a research grant application to the U.S. Department of Education.

Identify funding sources and establish an implementation budget for teacher teaming and looping pilots.

Obtain six schools yearly to participate in the looping pilot. Secure at least twelve teachers to participate yearly in vertical and horizontal teaming.

June 30, 2010

Implement the first full looping cycle with sustained professional development. Develop an evaluation rubric. Develop an implementation fidelity rubric.

Identify funding sources and establish an implementation budget for teacher teaming and looping pilots.

Obtain six schools yearly to participate in the looping pilot. Secure at least twelve teachers to participate yearly in vertical and horizontal teaming.

December 31, 2010

Report results to date of the Looping Advances Teacher Teaming and Innovation in Schools (LATTIS) project.

Create a Web-based innovations suggestion box to share and disseminate ideas and information about district, school, and classroom innovations.

June 30, 2009

Promote development and dissemination of at least 10 percent of the innovation suggestions and ideas to accelerate academic achievement.

June 30, 2010

Promote development and dissemination of at least 10 percent of the innovation suggestions and ideas to accelerate academic achievement.

December 31, 2010

Promote development and dissemination of at least 10 percent of the innovation suggestions and ideas to accelerate academic achievement.

Division of Accountability

Office of Federal and State Accountability

Post online periodic updates to Focused School Renewal Plans for viewing by principals, superintendents, and local boards of trustees.

Model use of the English Learner Program Assessment and provide technical assistance to districts on the most current research on English language learners relating to their mastery of academic content in English as part of the Title III grant application process and the technical assistance provided through Title III monitoring.

Promote team teaching of English language learners by having ESOL teachers integrate with mainstream classrooms whenever possible.

Work to modify federal and state regulations to give English language learners who enter middle and high school with little or no English additional time to graduate, without affecting individual school or district graduation rates.

Promote use of innovative strategies in districts and schools implementing corrective action and in schools implementing restructuring plans.

Use consultants, other offices, the Southwest Educational Developmental Laboratory, and other comprehensive centers to build state capacity and extend support in implementing innovative strategies to schools and districts implementing corrective action and to schools planning to restructure.

Provide the services of a Title I External Review Team liaison to support development and implementation of a Focused School Renewal Plan to schools implementing corrective action.

Office of Regional Services

Conduct ongoing research in the latest proven-effective strategies addressing assistive technology, universal design for learning, and response to intervention, and assist schools in implementing effective programs.

Provide financial resources to districts to support the implementation and continuation of innovative, evidence-based programs designed to decrease the number of students at risk of dropping out.

Division of Educator Quality and Leadership

Will infuse innovation and promote effective and sustainable innovations throughout the programs and services offered by the division.

Will model effective and sustainable innovative approaches in our programs and service.

Will prepare administrators to lead change in their schools and districts.

Will develop and implement an on-line social network for educators (SCTeacherVillage.org) to help connect educators across the state.

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| 1.1 (c): | Develop collaborative systems that promote community involvement in education. Pursue partnerships between public schools and private entities, ensuring that the state curriculum and state assessments are used. |
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Division of Standards and Learning

Office of Standards and Support

Ongoing

Work with educators and external organizations to ensure that state standards are fully integrated into the outdoor-environmental education program and effective assessment is in place.

June 30, 2009

Assign mentors and partners to schools involved in outdoor-environmental education through the South Carolina Environment-Based Education School Network.

Explore creation of a student tracking system to collect data related to outdoor–environmental education.

June 30, 2010

Develop parent advocacy groups for gifted and talented programs and create a network of these groups throughout the state in collaboration with the South Carolina Consortium for Gifted Education.

Create local advisory councils comprised of key stakeholders and diverse community members for pilot outdoor–environmental education programs.

Collaborate with the Early Childhood Comprehensive System to promote community involvement in early childhood education.

June 30, 2009

Attend monthly meetings with members of the Early Childhood Comprehensive System Advisory Panel to collaborate and share ideas.

Maintain agendas and minutes for each meeting.

Continue working with district library media supervisors and library media specialists to create or expand library media center advisory committees.

June 30, 2009

Revise guidelines for library media center advisory committees.

Post revised guidelines on the School Library Media Specialist Web page.

Conduct a workshop on library advisory committees for district library supervisors and coordinators.

Continue collaborating with the South Carolina Coalition for Mathematics and Science, including founding partners DuPont, BMW, Michelin, and Progress Energy, on initiatives such as iCoaching and the South Carolina Math Leadership Institute.

June 30, 2009

Serve on the Board of Directors of the South Carolina Coalition for Mathematics and Science.

Partner with the coalition to plan and facilitate the annual meeting of the South Carolina Leaders of Mathematics Education.

Establish partnerships among public schools, private child care centers, and Head Start programs to implement research-based early childhood education curricula.

June 30, 2010

Invite Head Start and First Steps representatives to meetings of early childhood coordinators to provide partnering information and facilitate relationships among various entities.

Provide opportunities for public school partnerships to share information regarding the process of establishing partnerships.

Create training partnerships with districts and First Steps to offer support in early childhood education curricula and assessment.

June 30, 2010

Develop plans for conducting professional development in partnership with districts and the Office of First Steps.

Work with other offices, the University of South Carolina's School of Library and Information Science, and professional organizations to expand the new Student Professional Association for Technology, Information, and Libraries sponsored by School Library Media Services to support career cluster instruction under the EEDA.

June 30, 2010

Establish a task force of representatives from the Office of Career and Technology Education, the Office of eLearning, the agency's educational associate for school guidance counseling, the University of South Carolina's School of Library and Information Science, and the South Carolina Association of School Librarians.

Create the following:

- constitution and by-laws;
- chapter application form;
- student membership application form;
- faculty sponsor application forms; and

guidelines for an annual student conference.

Office of Adult Education

Continue providing family literacy and adult education services in or near public schools to involve the parents of public school children and increase exposure to the school environment.

Through local adult education programs and Regional Adult Education Technical Assistance Centers, continue collaborative agreements with

faith- and community-based organizations that receive federal funds to ensure that appropriate curricula and assessments are used.

Office of Career and Technology Education

Ongoing

Continue to work with private companies and foundations to provide standards-based curricula, assessments, and certification.

June 30, 2009

Encourage adoption and provide guidance in using innovative programs such as Creating a Healthy School Climate and develop pilot sites that can be duplicated.

Partner with agency offices to assist in presenting model parent involvement programs.

Encourage schools and career centers to become Red Carpet schools.

December 31, 2010

Seek ways to engage the total school community, including parents, in changing the district and school climate, especially in rural areas. Partner with other agency offices to support districts in promoting community involvement.

Provide awareness and professional development sessions during statewide education meetings on best practices for energizing parent and community involvement.

Research successful parent involvement programs.

Office of eLearning

June 30, 2010

Provide a monthly South Carolina Virtual School sponsor newsletter and a quarterly "Enhancing Education through Technology" newsletter. Provide current information on the SCDE Web site, and archive information sources:

- Create monthly newsletters on current office programs with information that is beneficial to districts.
- Post and email newsletters to schools and districts to share information within their communities.

- Assess the effectiveness of newsletters by tracking viewer responses.

Produce open-circuit Educational Television (ETV) programs to highlight positive educational initiatives and promote awareness:

- Produce open-circuit brochures of portals and post information that is accessible and beneficial to districts.
- Mail out brochures and post on the office Web site for schools and districts to share information within their communities.
- Evaluate and assess the effectiveness of yearly offerings by tracking usage and responses through user/viewer feedback and access links from districts.

Office of Exceptional Children

Ongoing

Continue to collaborate with parent resource centers, advocacy groups, and community assistance centers for parents of students with disabilities.

Continue to collaborate with professional organizations that support educators of students with disabilities.

Continue to work with higher education institutions to provide assistance and professional development to educators of students with disabilities.

June 30, 2009

Have in place a Web presence focused on assisting parents of children with disabilities.

Division of Innovation and Support

Office of Public School Choice and Innovation

Build partnerships with districts, public and private organizations, parents, and community leaders to enable successful implementation of innovative pilot programs. Meet quarterly with at least two non-profit organizations, businesses, superintendents, and others to share information and solicit support for ongoing innovation efforts.

June 30, 2009

Meet quarterly with at least two nonprofit organizations, businesses, organizations, superintendents, or other potential partners to share information and solicit support for ongoing innovation efforts.

June 30, 2010

Meet quarterly with at least two nonprofit organizations, businesses, organizations, superintendents, or other potential partners to share information and solicit support for ongoing innovation efforts.

December 31, 2010

Meet quarterly with at least two nonprofit organizations, businesses, organizations, superintendents, or other potential partners to share information and solicit support for ongoing innovation efforts.

Assist South Carolina in building community school campuses where educational, social, health, athletic, and artistic resources are synergistically combined to improve service delivery and reduce costs, by supporting the Inside-Out School Project sponsored by the National Commission on Teaching and America's Future (NCTAP).

Office of Youth Services

Coordinate the Red Carpet Schools program whereby schools receive recognition for success in creating family-friendly school environments and providing excellent customer service.

Collaborate with the South Carolina division of the American Association of Retired Persons to develop programs and provide assistance for grandparents who are raising their school-age grandchildren.

Enroll the SCDE in the National Network of Partnership Schools (NNPS) at Johns Hopkins University and disseminate to schools and districts information provided by the NNPS on best practices in increasing parental involvement and partnerships.

Provide training, materials, and technical assistance to district parent involvement liaisons on increasing parent and public support and awareness.

Collaborate with the South Carolina Education Oversight Committee to include parent involvement information on school and district report cards.

Collaborate with the South Carolina School Improvement Council in providing training and assistance to local school improvement councils.

Assist in developing and funding 21st Century Community Learning Center programs through technical assistance and professional development opportunities statewide.

Conduct regional technical assistance workshops to develop collaborative systems for obtaining 21st Century Community Learning Center grants.

Ensure that 100 percent of 21st Century Community Learning Centers provide at least four ongoing public relations activities each year.

Host bimonthly meetings of the South Carolina Character Development Partnership to provide advice, support, and community resources relevant to all ethical learning community stakeholders.

Increase the number of students participating in service learning.

June 30, 2009

Increase the number of students participating by 10 percent.

June 30, 2010

Increase the number of students participating by 20 percent.

Provide professional development in service learning as a teaching methodology for K–12 practitioners, integrate service learning and experiential learning in colleges of education, provide yearly grants to districts to support service learning activities, and continue to secure outside and private funding sources for service learning.

Increase the number of volunteer and community service hours in schools:

- Host a community-friendly schools conference in fall 2008 conducted in coordination with the Office of Character Education, the Office of Community Involvement, and the SCDE Volunteerism Initiative.
- Increase the number of nominations for the State Board of Education (SBE) Palmetto Serves Volunteer Award.
- Provide training and technical assistance to district volunteer coordinators on strategies to develop or strengthen volunteer programs.
- Support increased parent and general public awareness through public relations.
- Provide opportunities for collaborative sponsorship of an annual community-friendly schools conference to district liaisons and other stakeholders.

Office of School Facilities

Assist South Carolina in building community school campuses where educational, social, health, athletic, and artistic resources are synergistically combined to improve service delivery and reduce costs, by supporting the NCTAP Inside-Out School Project.

June 30, 2009

Complete presentations and assist in implementing programs.

Measure increases in requests for information on community schools.

June 30, 2010

Complete presentations and assist in implementing programs.

Measure increases in requests for information on community schools.

December 31, 2010

Complete presentations and assist in implementing programs.

Measure increases in requests for information on community schools.

Office of Youth Services

Increase the number and types of requests received from parents, students, teachers, and the general public regarding school safety and related issues through the SCDE 1-800 school safety information hotline.

June 30, 2009

Implement and beta test the 1-800 number. Adjust processes as needed.

Begin publicizing the number.

June 30, 2010

Continue publicizing the 1-800 number.

Survey the public for familiarity with the number and satisfaction with services.

December 31, 2010

Report on the success of the 1-800 number.

Division of Accountability

To promote data quality and valid ratings, structure the accountability process, from testing to publication of report cards, so that all stakeholders are involved.

Office of Federal and State Accountability

Encourage partnership between Supplemental Educational Services (Title I) and 21st Century Community Learning Center programs to expand access to quality after-school experiences for students and families.

Continue to expand membership on the ESOL Advisory Board to include parents of English language learners, representatives from institutions of higher education, and other community members.

Continue to include community involvement in the development and implementation of Title I school-wide programs.

Conduct an effective evaluation of Supplemental Education Services providers to increase the quality of after-school tutoring for children in poverty, as defined by No Child Left Behind (NCLB).

Provide Web-based and ETV training to schools and districts to encourage development of family-friendly, welcoming school environments.

Improve the capacity of districts to educate parents and the public about federal accountability standards through dissemination of Average Yearly Progress (AYP) and school and district improvement explanations in user-friendly, understandable language.

Conduct a statewide summit to develop and build on a state-centered program for parent involvement.

Continue and expand efforts through the Southeastern Comprehensive Center to remove language barriers for parents who cannot speak English well so that they feel welcome and become involved in their children's schools. Improve professional development for district and school administrators to give them the tools they need to make this happen locally.

Present Title I requirements at the state Title I parent conference.

Provide assistance to districts in involving parents in Title I planning at the district and school level.

Office of Regional Services

Assist regional education center advisory boards in increasing the number of community and business partners providing work-based learning opportunities to students and serving as mentors/tutors to students.

Office of Data Management and Analysis

Improve parent access to student information so that parents can provide real-time input into education decisions, using tools such as the PowerSchool parent connection application, Electronic Individual Graduation Plans (e-IGP), and others.

Division of Educator Quality and Leadership

Will continue to refine and implement the Inside-out Centers for Learning as a way of promoting community involvement in education.

Will work with the SC School Improvement Council to ensure appropriate programs and services are offered to parent and community groups across the state.

Will work to help connect public schools and districts with private and non-profit partners.

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- 1.1 (d): Create a technology innovation team in partnership with technology companies, foundations, teachers, students, and others with technology expertise to identify sustainable improvements in use of technology for student learning.
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Division of Standards and Learning

Office of Adult Education

Continue updating and delivering two to three times per year the semester-long Integrating Technology into the Adult Education Classroom course.

Office of Career and Technology Education

June 30, 2010

Expand partnerships with company education foundations and other technology partners to provide students with twenty-first century technical skills and core academic skills in math and science:

- Expand opportunities for schools to participate in such programs as the Oracle Academy, the Cisco Networking Academy, Certiport academies, the CAD Academy, the Mechatronics Academy, and the Independent Student Media Movie-Making Academy.
- Focus on expansion of these new technologies to rural areas.
- Partner with technology foundations to make direct and in-kind donations of software, equipment, resources, programs, and materials.

Office of eLearning

June 30, 2010

Continue to support and train technology curriculum coaches:

- Identify, select, and train technology curriculum coaches for schools serving grades kindergarten through eight.
- Ensure that the work of technology curriculum coaches is rooted in scientifically based research, content knowledge, and appropriate use of technology to improve instruction in mathematics, science, and language arts.
- Evaluate biannually the effectiveness of technology coach programs and assist districts in implementing current state and national technology standards.

Ensure that all public school buildings are linked to the state library system, universities, museums, and other educational institutions that enable educators, parents, and students to access a wide range of technology resources:

- Conduct a survey to determine needs.

Office of Exceptional Children

June 30, 2010

Implement a new Web-based Individualized Education Program data collection system, including a Response to Intervention component.

Continue to support regional assistive technology specialists in collaboration with other regional technology efforts.

Division of Innovation and Support

Office of Public School Choice and Innovation

Establish a computer technology innovation pilot to provide access to laptops for every student in kindergarten through grade five, in partnership with other public organizations, private organizations, businesses, and districts.

June 30, 2009

Create and disseminate information on the XO Laptop Project, a partnership among the SCDE, One Laptop per Child, the Palmetto Project, and districts.

Identify at least ten initial sites to pilot access to computers for children in kindergarten through grade five.

June 30, 2010

Increase the number of XO pilot sites by 10 percent per year.

Increase the number of children with access to computer technology by 10 percent each year.

Increase the number of shared lesson plans for math and language arts that integrate technology into instruction by 10 percent each year.

December 31, 2010

Report on the 1:1 laptop initiative.

Division of Accountability

Office of Regional Services

Provide support to districts in the formation of assistive technology teams to advance the use of technology to improve the academic achievement of students at risk of academic failure and students with disabilities.

Provide technical assistance to districts in the use of assistive technology assessment and evaluation tools.

Division of Educator Quality and Leadership

Will ensure that appropriate staff participate on the technology innovation team.

Will integrate new technology into our programs and services.

Will educate school leaders who participate in the leadership continuum on new technologies that can have a positive impact on education.

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| 1.1 (e): | Create regional centers, possibly at colleges and universities, to foster collaboration between K–12 and postsecondary institutions, provide professional development opportunities, and assist local districts in developing their own high-quality professional development infrastructure. |
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Follow up on proposed legislation to create regional centers with assistance from the South Carolina Consortium for Gifted Education.

December 31, 2010

Explore the possibility of creating school-based centers for pre-service teachers and outdoor–environmental education innovation.

Based on fifteen years of experience working through a regional network of mathematics and science centers, recommend next steps to identify and implement innovations.

June 30, 2009

Facilitate a series of strategic planning sessions between the coordinators of the Regional Mathematics and Science Centers and a leadership team from the Literacy Coaching Unit.

Develop a plan to provide embedded professional learning for teachers in schools rated *below average* and *unsatisfactory* through the training and support of instructional coaches who will work with teachers and teacher learning teams to implement standards-based instruction in mathematics, science, and literacy.

Explore the feasibility of creating regional centers to assist districts in developing and delivering professional development related to twenty-first century teaching and learning.

June 30, 2010

Form a committee to explore the feasibility of creating regional professional development centers.

Develop a proposal.

Secure approval.

Office of Adult Education

Continue the work of the adult education standing committees, bringing together directors and educators to assess and recommend improvements in professional development.

Office of Career and Technology Education

June 30, 2010

Coordinate with regional groups and regional centers to increase collaboration among K-Adult education in providing high-quality professional development.

Office of Exceptional Children

Work collaboratively with the Division of Standards and Learning and state institutions of higher education to establish regional technical assistance and training cooperatives across the state.

Division of Accountability

Office of Federal and State Accountability

Through the EEDA, help develop and support regional education centers linking K–12 education, technical colleges and universities, and business and community resources.

Support the development of online tools to support the mission of the regional education centers and the EEDA.

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- 1.1 (f): Establish a standing committee of educators, researchers, and community members to assess and recommend improvements in professional development. Provide hands-on technical assistance to help schools develop creative ways of providing effective professional development within the school day. Recommend tested and proven approaches and create an evaluation model that emphasizes transformation of learning into practice, opportunity for reflection and analysis, and impact on student learning and professional growth.
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Use a customized evaluation model and variants of the Concerns-Based Adoption Model to evaluate outdoor–environmental education programs.

Infuse proven best practices into professional development for teachers of outdoor–environmental education.

June 30, 2010

Participate as active members of the professional development standing committee to strengthen professional development and create a system for sustainability at the district and school levels.

Share current research on content-centered professional development outcomes.

December 31, 2010

Encourage use of the *South Carolina Gifted and Talented Best Practices Manual* for guidance on professional development and offer targeted professional development for teachers throughout the state.

Identify strategies to engage districts in supporting embedded professional development based on five years of effective

implementation of the school-based Mathematics and Science Coaching Initiative.

June 30, 2010

Form a committee to identify strategies for supporting embedded professional development.

Develop and strategies document.

Develop a plan to disseminate the information, and disseminate.

Provide early childhood training for teachers and administrators involved in early childhood education programs.

June 30, 2010

Conduct a needs assessment.

Develop training and materials.

Schedule and advertise the training.

Register participants using the Electronic Registrar Online system.

Gather feedback and report results.

Work with early childhood education personnel in the areas of language and literacy development, mathematical thinking, scientific thinking, and addressing the needs of children in poverty.

June 30, 2010

Partner with state organizations to provide appropriate speakers for conference sessions.

Collaborate with SCRF to provide a summer literacy institute focusing on early childhood language and literacy development.

Provide coaching and ongoing support for early childhood education programs.

June 30, 2010

Implement the federal Bridges to Early Learning grant.

Implement the state-funded CDEPP.

Establish partnerships with other agency coaching initiatives to provide training for technical assistance providers and early childhood coaches working in various programs and projects.

Provide on-site and virtual assistance to help schools develop innovative ways of providing effective professional development.

June 30, 2010

Use Elluminate and other virtual tools for networking with district personnel and to provide professional development.

Facilitate meetings (virtual or face-to-face) for school leadership teams, school improvement teams, school intervention teams, and school professional learning communities to support school and district literacy reform efforts.

Facilitate monthly technical assistance visits (virtual or face-to-face) by the literacy coaching specialists and intervention specialists to support school and district reform efforts.

Collaborate with the Office of Education Policy at the University of South Carolina to assess and recommend improvements using data collected from SCRI and SCRF participants.

June 30, 2010

Review survey and test results.

Use the information to provide focused technical assistance to schools and districts.

Make adjustments to the program implementation based on data collected.

Collaborate with the Reading Recovery training site at Clemson University and the National Data Evaluation Center to assess and make recommendations to improve implementation of Reading Recovery.

June 30, 2009

Review the yearly South Carolina State Site Report.

Use the data to advise and provide technical assistance to districts to support early intervention.

Provide on-site technical assistance via literacy coaching specialists and SCDE staff to ensure regular contact with schools.

June 30, 2009

Facilitate monthly technical assistance visits (virtual or face-to-face) by literacy coaching specialists and intervention specialists to support school and district reform efforts.

Provide opportunities for regional technical assistance to all schools in reading and writing.

June 30, 2010

Use regional literacy coaching specialists and intervention specialists to provide technical assistance to schools upon request.

Implement monitoring plans in collaboration with SCRF and the SCRI for districts and schools needing additional support.

June 30, 2009 (Ongoing based on available funding)

Assist schools in writing and revising SCRI and SCRF implementation plans to outline school literacy reform efforts.

Explore use of the National Staff Development Council's Innovation Configurations maps as a way to evaluate the Mathematics and Science Coaching Initiative and other Mathematics and Science Unit programs.

Advocate for initiatives that train and support coaches as effective professional development models for early childhood classrooms.

June 30, 2010

Actively explore grant opportunities for early childhood programs using a coaching model.

Share impact studies from the federal Bridges to Early Learning and SCRF grants as examples of successful coaching initiatives focusing on early childhood education.

Use best practices in school library programs for guidance on professional development and offer targeted professional development sessions for media specialists and teachers throughout the state.

June 30, 2010

Establish a committee of library media specialists, district library supervisors, classroom teachers, and district curriculum coordinators to develop a best practices guide for school library media programs.

Develop plans for professional development opportunities for library media specialists and teachers.

Use best practices to provide teachers from schools participating in South Carolina GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Program) with a variety of opportunities to stay current in their subject areas and hone their instructional skills.

June 30, 2010

Develop and facilitate a South Carolina GEAR UP summer academy designed to develop and instruct participants in content areas as well as other professional skills.

Develop and provide on-site training to South Carolina GEAR UP schools based on the results of a needs assessment.

Advocate for SCRI and SCRF literacy initiatives as effective professional development for K–12 schools.

June 30, 2009 (Ongoing based on available funding)

Create a committee to advocate for SCRF and the SCRI as effective professional development models.

Develop materials and reports that highlight the impact of SCRF and the SCRI in schools and districts.

Office of Career and Technology Education

June 30, 2009

Make greater use of ETV to provide professional development.

Use Elluminate and Blackboard technology to enhance professional development opportunities.

Partner with agency offices to enhance online opportunities.

Increase opportunities for schools to share best practices learned from professional development.

Continue survey responses from educators regarding the Education and Business Summit sessions, and use the survey to seek input on how educators plan to implement best practices.

Continue to implement the eLearning Online Professional Development Program providing recertification courses approved by the Office of Educator Certification and contract non-degree graduate courses through Coastal Carolina University.

Evaluate professional development using teacher surveys and statistical data on grades awarded in completed courses.

June 30, 2010

Survey stakeholders for suggestions on the most effective ways to use technology for educator development.

Use survey results to create a plan to enhance the use of technology to improve professional development.

Partner with districts and schools to create a model that ensures that what is taught and learned in professional development sessions transforms into classroom practice (pilot sites).

Office of eLearning

June 30, 2009

Evaluate the South Carolina Certified Staff ePortfolio System through statistical data on usage of the program and documentation of each portfolio.

Provide a report to the K-12 Technology Committee.

June 30, 2010

Work with ETV to provide free technology workshops for teachers.

Provide training to key personnel enabling them to work with personnel at home schools:

- Expand opportunities for schools to participate in online workshops.
- Focus on expansion of these new technologies to rural areas.
- Evaluate the participation and enrollment numbers of home schools.

Office of Exceptional Children

Ongoing

Collaborate with other offices in the Division of Standards and Learning to provide professional development to educators across the state.

Continue the summer Research to Practice professional development institutes targeting research-based instruction and practices for general and special educators.

Continue to provide training and technical assistance to districts through the ITV module development.

Continue to support development and implementation of Response to Intervention and Positive Behavior Interventions and Supports to districts and school-wide models.

Continue to seek the assistance of the South Carolina Advisory Council for Students with Disabilities in evaluating the need for and the success of professional development initiatives.

Division of Accountability

Office of Federal and State Accountability

Through External Review Team liaisons, provide a resource link between schools and the SCDE to promote targeted professional development addressing the individual needs of assigned schools.

Leverage school-wide planning and funding to develop comprehensive, job-embedded, quality professional development for teachers in Title I schools.

Use English language learner student data to measure progress in learning English and mastery of academic content. Where weaknesses are found, provide technical assistance in how the professional development requirements of Title III law can best be accomplished using new research just becoming available through the Center for Applied Linguistics and others about best practices for teaching English language learners.

Office of Regional Services

Conduct professional development train-the-trainer workshops on effective technology integration for educators in assigned regions each year. Workshops and activities may include online teaching and learning resources, classroom use of basic Microsoft office applications, and teaching hardware and software tools such as interactive whiteboards.

Division of Educator Quality and Leadership

Will ensure that appropriate staff participate on the standing committees

Will provide assistance to school leaders who participate in the leadership continuum on implementation of effective professional development programs in their districts and schools.

Will provide assistance to mentors who participate in the mentor and induction training on implementation of effective professional development programs for new teachers.

Will provide an on-line campus for educational leaders.

Will model effective professional development in all our programs.

1.1 (g):	Implement the professional learning community model, with resources and training provided through virtual or demonstration centers.
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Division of Standards and Learning

Office of Standards and Support

Continue to develop the role of professional learning community models (DuFour and Hord) as part of the ongoing storyline for schools involved in mathematics and science initiatives.

June 30, 2010

Continue to develop the year three curriculum for the Mathematics and Science Coaching Initiative to fully realize the professional learning community models of DuFour and Hord.

Create training experiences for the Bridges to Early Learning communities through a partnership with ETV to offer online courses, as well as training at demonstration centers.

June 30, 2010

Develop and provide online courses for participating teachers and assistants in partnership with ETV.

Provide training to teachers and assistants at selected project sites.

Office of Career and Technology Education

Ongoing

Use Elluminate technology to increase opportunities for staff to provide quality professional development and training.

Office of eLearning

Ongoing

Continue using the Elluminate Live software to benefit educators, administrators, technologists, and trainers. Educators can extend the boundaries of the traditional classroom, add real-time interaction to distance learning, engage students in a variety of ways. Administrators can integrate online interaction into all campus activities, reduce travel and teleconferencing, and increase communication, collaboration, and productivity. Technologists can connect the enterprise, implement blended learning, support education initiatives and business strategies. Trainers can enhance employee productivity, improve customer satisfaction, and increase overall profitability.

Record and archive a sampling of Elluminate Live sessions.

Office of Exceptional Children

June 30, 2010

Assist other offices within the agency with development and implementation of school- and district-based leadership teams.

Division of Accountability

Office of Federal and State Accountability

Continue collaborating with ITV for ESOL training provided live and via streaming video to mainstream and ESOL teachers. Help to develop ESOL continuing education credit and eventual certification courses through the PBS TeacherLine connection.

Division of Educator Quality and Leadership

Will assist districts in understanding how they can link Professional Learning Communities and the ADEPT Goals Based-Evaluation process.

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| 1.1 (h): | Create an annual Superintendent's award for effective professional development. |
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Division of Standards and Learning

Office of Career and Technology Education

Establish criteria for the award and create a committee to review recommendations and select finalists.

Seek a sponsor for the award and have the Superintendent present it during the annual Education and Business Summit.

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| 1.1 (i): | Link education initiatives and innovation to economic strategies such as clusters and higher average income goals. |
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Division of Standards and Learning

Office of Career and Technology Education

Ongoing

Research and share with the field data on high-demand and high-wage career opportunities.

Encourage integration of career information into related course content.

June 30, 2009

Partner with districts to review economic clusters that may be developed to enhance economic growth.

Continue to work with the city of Clinton, Thornwell School, and Laurens County school districts to explore future fuel possibilities at the Thornwell School site.

Office of eLearning

Ongoing

Produce programming to give an overview of initiatives such as the EEDA's Pathways to Success and Individual Graduation Plan conferences.

June 30, 2010

Implement and monitor U.S. Department of Education Ed Tech grants requiring districts to devote 25 percent of funding to high-quality professional development. Monitor grants and collect data into formal reports:

- Review the formula and competitive applications to ensure correct professional development is included and demonstrated in applications.

- Conduct site visits to evaluate the delivery of professional development instruction.
- Review required evaluations produced by districts to ensure grant funds and federal reports are correct and submit final report to the federal government.

Division of Accountability

Office of Regional Services

Support and monitor implementation of the EEDA including cluster and major development in schools.

1.2 Schools have flexibility to support and sustain innovative programs.

1.2 (a): Review and revise regulations and policies to eliminate those that inhibit and strengthen those that enhance flexibility and sustainable innovation. Take the steps necessary to deregulate public education to the extent possible.

Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Review and revise regulations and policies for gifted and talented programs.

Office of Adult Education

Ensure that local adult education programs maintain a minimum of five Memorandum of Understanding agreements with agencies and organizations that serve undereducated adults and have a vested interest in their success.

June 30, 2009

Conduct a survey of two regions that include all parties to determine the effectiveness of the Memorandum of Understanding agreements. Meet with stakeholders to convey survey results.

June 30, 2010

Conduct a survey of two regions that include all parties to determine the effectiveness of the Memorandum of Understanding agreements. Meet with stakeholders to convey survey results.

December 31, 2010

Revisit parties found to have ineffective Memorandum of Understanding agreements and work with stakeholders to improve effectiveness.

Office of eLearning

June 30, 2009

Revise the South Carolina State Technology Plan to enable educators to translate long-range technology visions for student achievement and technology literacy into compelling, meaningful learning activities for students. Work with consultants and the Office of Data Management and Analysis on the content of the report.

June 30, 2010

Revise Proviso 1.25 of the Educator and Student Technology Proficiency System to assist in meeting the technology literacy requirements of NCLB.

Revise guidelines for the South Carolina Virtual School program to enhance flexibility and innovation.

Office of Exceptional Children

Pursue an amendment to the Education Finance Act (EFA) to reduce or eliminate the requirement for schools to deliver a minimum of 250 minutes of special education instruction per week to students with disabilities in order to qualify for EFA funding.

Collaborate with other offices across the SCDE in the review and revision of regulations and policies to support this initiative and to ensure that consideration is given to the unique needs of students with disabilities.

Complete the review and revision of SBE regulation 243.1 to ensure that all children with disabilities have access to a free and appropriate public education.

Office of Standards and Support

Review and revise CDEPP guidelines and support documents to strengthen implementation of 4K programs.

June 30, 2009

Convene an advisory panel.

Review all guidelines and support documents and revise accordingly.

Disseminate and post revised guidelines and support documents.

Assist districts in implementing the child care regulations required by DSS for CDEPP 4K programs.

June 30, 2009

Review DSS regulations with the CDEPP leadership team.

Meet with DSS representatives to gain clarification and share concerns.

Division of Innovation and Support

Office of Public School Choice and Innovation

Develop implementation rubrics for all innovation pilots and initiatives to identify rules and policies that hinder implementation and evaluation.

June 30, 2009

Create at least two flexibility proposals to revise or eliminate unnecessary rules and policies and present proposals to the Innovation and Policies committees of the SBE.

June 30, 2010

Create at least two flexibility proposals to revise or eliminate unnecessary rules and policies and present proposals to the Innovation and Policies committees of the SBE.

Develop implementation rubrics for all innovation pilots and initiatives to identify rules and policies that stimulate and accelerate implementation and evaluation.

June 30, 2009

Create at least two flexibility proposals to stimulate and accelerate academic progress and present proposals to the Innovation and Policies committees of the SBE.

June 30, 2010

Create at least two flexibility proposals to stimulate and accelerate academic progress and present proposals to the Innovation and Policies committees of the SBE.

Division of Accountability

Office of Federal and State Accountability

Through the accreditation process, reinstitute procedures for flexibility provisions under Section 59-18-1100 and revise regulations and procedures.

Division of Educator Quality and Leadership

Will review and revise any division policies and procedures that create barriers for schools and districts to be innovative.

2. Reform Accountability to Ensure Success

2.1 Standards, assessment, and accountability systems promote student learning.

2.1 (a): Focus and benchmark academic standards within and across content areas so that every teacher can identify and address those standards most critical for student success at each grade level.

Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Develop prioritized scope and sequence charts for all grade levels and subjects as part of the South Carolina Standards Support System Curriculum Project.

December 31, 2010

Promote critical thinking skills in gifted and talented education to extend and enrich the standards.

Promote through outdoor–environmental education integrated and interdisciplinary instruction and lesson plans emphasizing reflective practices and student-centered learning.

Encourage inclusion in standards support documents of twenty-first century learning skills taught through school libraries.

Continue to provide professional development on the 2008 English language arts standards for educators involved in the literacy initiative.

December 31, 2010

Conduct sessions to update literacy coaches on the English language arts standards during the monthly professional development sessions.

Develop a prioritized scope and sequence for English language arts.

Develop the standards support system instructional guide for English language arts.

Collaborate with the Office of Exceptional Children to expand the English language arts academic standards for use with identified special education students.

June 30, 2009

Provide assistance in the development of the support documents for the 2008 English language arts standards with an emphasis on teaching and learning among special needs children.

Office of Adult Education

Provide professional development on the educational functioning level descriptors from the Adult Education National Reporting System.

June 30, 2009

Provide annual assessment policy training for all adult education providers.

June 30, 2010

Provide annual assessment policy training for all adult education providers.

Office of Career and Technology Education

Ongoing

Create a seamless, aligned connection among content, benchmarks, standards, strategies, instruction, and assessment.

June 30, 2010

Coordinate with statewide committees to provide guidance to support course content and standards review with specific input from teachers, administrators, business leaders, and postsecondary educators.

Revise all programs and course content to align with state and federal standards.

December 31, 2010

Revise all programs and course content to align with state and federal standards.

Office of eLearning

June 30, 2010

Provide video-based resources in StreamlineSC that are searchable by curriculum standards so as to be easily identified and accessed.

- Update portals and post information that is accessible and beneficial to districts.
- Mail out booklets and brochures and post on the office Web site for schools and districts to share information within their communities.
- Evaluate and assess the effectiveness of yearly offerings by tracking usage and responses through user/viewer feedback and access links from districts.

Office of Exceptional Children

June 30, 2010

Collaborate with the Office of Standards and Support to support the cyclical standards review process.

Collaborate with the Office of Standards and Support to include in standards support documents strategies for the instruction of students with disabilities.

Continue to provide professional development in specialized instruction for students with disabilities centered on grade-level academic standards.

Have an assessment plan in place for the assessment of students with disabilities who do not qualify to take the South Carolina Alternate Assessment or are unable to successfully participate in the Palmetto Assessment of State Standards (PASS) program.

Division of Innovation and Support

Office of Youth Services

Ensure SBE adoption of revised health and safety standards that include performance indicators for each grade level.

June 30, 2009

Secure adoption of revised health and safety standards by the SBE.

June 30, 2010

Conduct at least two professional development sessions on the new health and safety education standards.

Measure the number of districts and schools that implement proven-effective programs and practices related to school health.

December 31, 2010

Conduct at least one professional development session on the new health and safety education standards.

Measure the number of districts and schools that implement proven-effective programs and practices related to school health and compare results to the prior year.

Division of Accountability

Office of Assessment

Collaborate with the Office of Standards and Support to support the cyclical standards review process.

Collaborate with the offices of Academic Standards, Instructional Promising Practices, and Exceptional Children to develop standards support documents.

Continue to provide professional development in specialized instruction for students with disabilities centered on grade-level academic standards.

Collaborate with the offices of Academic Standards and Instructional Promising Practices in development of the South Carolina Standards Support System Curriculum Project.

As part of the Professional Development Project Support Team, develop written curricula aligned with the academic standards that support effective, strategic classroom teaching and learning and improve the quality of standards implementation in classrooms. The curricula will be made available for optional use by schools and districts and include the following components: targeted standards indicators, recommended resources, suggested instructional strategies, assessment strategies and items, and a prioritized scope and sequence chart.

Office of Federal and State Accountability

Ongoing

Offer training and technical assistance to ensure lessons reflect rigor and relevance for districts in Title I district improvement that are implementing a new curriculum as a corrective action.

Through External Review Team liaisons, assist assigned schools in implementing related activities included in Focused School Renewal Plan strategies.

Continue working with the Office of Standards and Support to post ESOL standards on its Web page and to align these standards to the achievement or academic content standards as required by Title III.

Office of Regional Services

Assistive technology specialists will collaborate with the offices of Exceptional Children and Academic Standards to include in standards support documents strategies for the instruction of students with disabilities.

Assistive technology specialists will provide professional development in assistive technology centered on grade-level academic standards for educators of students with disabilities and those at risk of academic failure.

2.1 (b): Reduce the testing burden and give timely, useful data to teachers:

Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Include classroom assessment options as part of standards support documents and the instructional planning guide of the South Carolina Standards Support System Curriculum Project.

Provide feedback to high schools on their modern and classical language programs based on documentation provided in the annual program assessment.

December 31, 2010

Explore moving gifted and talented testing to computerized assessment and offering an interactive Web site for score reports.

Support reformed accountability through use of the computerized CDEPP Work Sampling Assessment System.

June 30, 2009

Conduct quarterly reviews of the Work Sampling Assessment System.

Produce annual reports documenting usage.

Office of Career and Technology Education

June 30, 2010

Encourage the use of online instruction as a rich source of data on student learning, achievement, and testing results.

December 31, 2010

Align with programs that provide online instruction, remediation, and assessment so students can master content at their pace.

Office of eLearning

June 30, 2010

Promote data-driven decision-making by providing educators with instruction and technologies to collect and analyze student achievement data. Provide training and survey teachers through evaluations at end of sessions.

Office of Exceptional Children

June 30, 2010

Promote data-driven decision-making by providing educators with instruction and technologies to collect and analyze student achievement data within the Response to Intervention component of Excent® Enrich.

Division of Accountability

Office of Assessment

Plan and build the technology capacity for online testing without creating a negative impact on the availability and use of technology for instruction.

Include in future testing contracts options for computerized testing. Continue to provide computerized testing for the End-of-Course Examination Program. Provide an online option for the English Language Development Assessment as funds become available.

Include development and release of test items in contracts for the state's new assessment system.

Provide formative classroom assessment models to schools through the teacher quality research grant initiative, a streamlined video series, the Algebra Project, and Keeping Learning on Track.

Develop and maintain a formative test adoption list for English language arts and mathematics for students in grades one through nine.

Continue to analyze test items and results each spring.

Ensure that new assessment programs conform to state and federal requirements, including those that require accountability tests to cover all standards within the content areas.

Include in the new assessment program studies to vertically equate English language arts and math.

Office of Data Management and Analysis

Provide real-time access to student information for teachers and other educators who must make real-time decisions about instruction and learning activities via TestView, Data Warehouse, and other programs.

Office of Federal and State Accountability

Work with the Office of Assessment to shorten and, if possible, computerize the English Language Development Assessment to ensure that the test is as easy as possible to administer and score for both students and teachers.

Through External Review Team liaisons, assist assigned schools in implementing related activities included in Focused School Renewal Plan strategies.

Office of Regional Services

Through the EEDA, support other offices and agencies in the use of assessments and inventories designed to ensure that students are prepared for the workforce or postsecondary education.

2.1 (c):	Reform the school accreditation system.
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Division of Accountability

Office of Federal and State Accountability

Beginning January 2009

Review accreditation systems from other states and extract components complimentary to and consistent with our working

conceptualization of accreditation based on the task force recommendations.

Develop an exhaustive list of plans required by the SCDE to include appropriate details about submission and coordination.

Identify common elements in plans required by the SCDE.

Meet with offices requiring plans individually or in groups, as appropriate, to determine to what extent planning requirements can be merged and streamlined.

Review evaluation plans from the Southern Association of Colleges and Schools and the Northwest Association of Accredited Schools to determine whether there are usable components.

Meet with appropriate staff in the Division of Educator Quality to determine the process used in the past to merge National Council for Accreditation of Teacher Education and state accreditation programs to determine whether a similar process would apply to school accreditation.

Collaborate with the Division of Educator Quality to determine the appropriate components for accreditation of schools for educator quality and how data are collected.

Collaborate with the Office of Youth Services and other staff as appropriate to determine appropriate safety criteria and how data are collected.

Collaborate with the Office of School Facilities to determine appropriate components related to safety/cleanliness of facilities and how those components could be assessed.

Collaborate with the Division of Finance and Operations to determine fiscal accountability elements and current audit requirements.

Determine which SCDE offices conduct fiscal desk audits and the schedules for these activities.

Determine which offices conduct on-site reviews and the purposes, components, and cycle of such reviews.

Review the former External Review Team instrument to determine whether there are important components for on-site review that are not reviewed by any other mechanism.

Review report cards to determine if there is pertinent information other than student performance data.

Review statutes and regulations to determine which assurances from schools are necessary.

Coordinate with other offices in the Division of Accountability to determine appropriate components for inclusion relative to student performance.

Coordinate advisory committee meetings and mechanisms for receiving input from the field.

Coordinate development of a system of rubrics and algorithms to establish accountability criteria.

In conjunction with the Deputy Superintendent, present information to senior staff and the SBE.

Develop a calendar, strategic plan, and schedule.

Review SBE Regulation 43-300 and other pertinent regulations and coordinate revisions.

Coordinate the development of a Web-based accountability system.

Obtain stakeholder input at strategic points in the revision process and vet changes to the system widely.

Division of Educator Quality and Leadership

Will work with other divisions to reform the accreditation system including the providing the seamless flow of information and data on highly qualified teachers.

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| 2.1 (d): | Create efficient structures for the mechanics of the accountability system (data collection, processing, and reporting) to ensure that data are available for educational decisions to start each school year. |
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Division of Standards and Learning

Office of Exceptional Children

June 30, 2010

Collaborate with the Office of Data Management and Analysis concerning the data collections needs and requirements for federal programs such as the Individuals with Disabilities Act (IDEA).

Ensure that needed data components are incorporated into the Excent® Enrich program.

Division of Accountability

Coordinate with the Education Oversight Committee to help ensure common understanding of the policies and mechanics of the state accountability system.

Office of Data Management and Analysis

June 30, 2009 / Ongoing

Formulate a plan for successful implementation of a new Web-based student information system.

Provide necessary software tools to end users to assure higher levels of data quality.

Continue implementation of the longitudinal data system.

Provide training for administrators in using data effectively to drive decision-making.

Provide support to district and state personnel to ensure data collections meet their needs.

Work with both agency offices and districts to align district, state, and federal reporting codes to ensure standards and higher quality data collections.

Office of Regional Services

Provide information generated via the e-IGP to assist schools and districts in planning course offerings and in assessing their compliance with various components of the EEDA.

2.1 (e):	Create effective communication strategies that promote data quality in schools so that the accountability process, from data collection to reporting, will be more efficient and less time-consuming.
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Division of Accountability

Office of Data Management and Analysis

Ongoing

Provide support to districts for implantation of the School Administrative Student Information (SASI) system, including the three agents and student state identification systems currently in place and any agents that may be designed during the coming year.

Provide training for administrators, clerical staff, guidance counselors, and teachers in both face-to-face and virtual learning environments.

Identify training needs and design courses to transition district and state administration so they may use the new Web-based student information system.

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| 2.1 (f): | Develop and maintain the statewide assessment program to include tests for students in grades three through eight in English language arts, mathematics, science, and social studies; the High School Assessment Program in English language arts and mathematics; the End-of-Course Examination Program; and alternate assessments for students with significant cognitive deficits. Coordinate administration of the National Assessment of Educational Progress. |
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Division of Accountability

Office of Assessment

June 30, 2009

Develop PASS assessments in writing, English language arts, mathematics, science, and social studies.

Coordinate administration of the writing assessment on March 10-11.

Coordinate administration of other PASS tests within a test window beginning May 12.

Coordinate administration of the High School Assessment Program within a test window beginning April 21.

Develop the Biology 1 end-of-course assessment.

Coordinate administration of the End-of-Course Examination Program within a test window beginning May 8.

Coordinate administration of the National Assessment of Educational Progress within a test window beginning January 26.

Coordinate administration of the English Language Development Assessment within a test window beginning February 23.

Coordinate administration of the South Carolina Alternate Assessment within a test window beginning March 9.

June 30, 2010

Coordinate administration of the writing assessment.

Coordinate administration of other PASS tests.

Coordinate administration of the High School Assessment Program for the summer 2009, fall 2009, and spring 2010 administrations.

Coordinate administration of the End-of-Course Examination Program for the summer 2009, fall 2009, and spring 2010 administrations.

Coordinate the administration of the English Language Development Assessment.

Coordinate administration of the South Carolina Alternate Assessment.

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| 2.1 (g): | Maintain a functional assessment team that meets regularly to coordinate activities and includes SCDE staff from all appropriate offices. |
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Division of Accountability

Office of Assessment

Ongoing

Develop news bulletins as appropriate.

Develop a listing and description of all assessments administered by or through the SCDE to include the statewide testing program, physical education, health, modern languages, gifted and talented, career and technology education, formative tests, the English Language Development Assessment, and others.

Design the SCDE Web page to include the aforementioned information and contacts.

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| 2.2 | Schools have the assistance necessary for students to meet state standards. |
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| 2.2 (a): | Provide more effective and efficient technical assistance to underperforming schools and districts. |
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Provide targeted technical assistance in all content areas and instructional strategies to underperforming schools and districts as needed.

Encourage participation of underperforming schools in the Arts Curricular Grant program.

Meet with Palmetto Priority Schools staff to determine the direction of the arts in these schools.

June 30, 2010

Develop and deliver face-to-face and virtual professional development for gifted and talented education.

December 31, 2010

Continue to fund remedial assistance to physical education programs that do not score well on the South Carolina Physical Education Assessment.

Provide targeted technical assistance based on the individual needs of districts and schools documented through the ongoing evaluation of early childhood education programs.

June 30, 2010

Use SCRF professional development providers to provide ongoing technical assistance to identified schools.

Maintain technical assistance logs and reports.

Conduct regularly scheduled visits to CDEPP schools for the purpose of providing on-site technical assistance.

June 30, 2009

Conduct a minimum of three scheduled visits to CDEPP schools.

Maintain technical assistance logs.

Provide state, regional, and local training for early childhood educators in curricula and instructional strategies that are scientifically based and developmentally appropriate.

June 30, 2010

Develop a plan for utilizing SCRF professional development providers and CDEPP consultants to conduct regional professional development sessions and develop virtual professional development opportunities.

Conduct professional development sessions.

Use tools such as the SCDE survey tool and school report card to determine what technical assistance underperforming schools and districts need and/or desire.

June 30, 2010

Train staff in use of the SCDE survey tool to gather data to determine district and school needs.

Develop a plan for delivery of technical assistance.

Provide on-site technical assistance to SCRI and SCRF schools by literacy coaching specialists and SCDE staff through regularly scheduled contact with schools.

June 30, 2009

Facilitate monthly technical assistance visits (virtual or face-to-face) by literacy coaching and intervention specialists to support school and district reform efforts.

Provide opportunities for regional technical assistance to all K–12 schools in reading and writing.

June 30, 2010

Develop a plan for responding to technical assistance requests from schools on a regional basis.

Implement monitoring plans in collaboration with SCRI and SCRF districts and schools needing additional support.

June 30, 2009 (Ongoing based on available funding)

Assist schools in writing and revising SCRI and SCRF implementation plans to outline school literacy reform efforts.

Develop and deliver face-to-face and virtual professional development for school library media specialists.

June 30, 2009

Continue monthly library media specialist town meetings via ITV.

Present at state curriculum conferences.

Create virtual professional development opportunities such as podcasts and voice-over PowerPoint presentations.

Use tools such as the SCDE survey tool and school report card to determine what technical assistance underperforming schools and districts need and/or desire related to school library media centers.

June 30, 2009

Revise library media services annual survey questions.

Establish a committee of library media specialists, district library supervisors, and other district officers to determine questions for general survey.

Create survey for underperforming schools to identify areas for technical assistance.

Analyze survey responses and other data to plan technical assistance.

Office of Career and Technology Education

June 30, 2009

Continue assisting underperforming schools through on-site technical assistance and programs such as the Star Academy.

Partner with the Southern Regional Education Board to develop the academy leadership model to change the school climate in selected underperforming rural sites.

Continue to provide career and technology education technical assistance teams to conduct site visits at the request of district leadership to determine needs and assist in the implementation of strategies to meet the needs.

Coordinate with providers to assist districts and schools in implementing content recovery programs.

June 30, 2010

Partner with the Southern Regional Education Board to develop the academy leadership model to change the school climate in selected underperforming rural sites.

Office of eLearning

June 30, 2010

Provide technology coaches through the Enhancing Education through Technology federal grant. Evaluate coaches for effectiveness and document evaluations via grant reports.

Provide content recovery and initial credit courses through the South Carolina Virtual School program to schools that are in need of additional instructors or proficiency-based systems.

Office of Exceptional Children

June 30, 2010

Work through the regional technical assistance system to address the specific needs of special education populations in low-performing schools.

Collaborate with Palmetto Priority Schools as well as districts and schools regarding the needs of students with disabilities.

Division of Innovation and Support

Office of Youth Services

Develop a health and safety standards education program assessment using online technology that provides rapid feedback for teachers, students, program administrators, and the SCDE to inform program improvement.

Division of Accountability

Office of Federal and State Accountability

Establish networks of contacts within and across district and state offices to coordinate training, assistance, support and intervention toward the goal of increased student achievement in underperforming schools and districts.

Use train-the-trainer and contact systems to monitor improvement efforts.

Through External Review Team liaisons, assist superintendents, principals, and school leadership teams in developing and monitoring Focused School Renewal Plan goals and strategies for the purpose of bringing about ongoing, incremental academic improvement from year to year.

Use distance learning technology in the delivery of technical assistance to Title I schools to increase district and school participation in these sessions.

Provide effective and efficient technical assistance so that this assistance becomes continuing and ongoing for underperforming districts and schools as measured through the English Language Development Assessment and AYP for English language learners.

Provide peer reviews of school and district improvement plans for schools and districts in improvement status, holding districts and schools accountable for components in the plan.

Assemble and disseminate effective needs assessment procedures and tools to assist eligible schools in prioritizing the use of technical assistance funds.

Coordinate services and support through a tailored and revised state system of support.

Use exemplary educators from successful Title I schools to train principals and teachers in schools in the restructuring phase of school improvement. Partner with comprehensive centers to support this process as applicable.

Continue to monitor districts for compliance with the requirements of NCLB, including Title VI.

Coordinate a cross-divisional team for services to low-performing schools.

Office of Regional Services

Provide direct technical assistance to low-performing schools related to the implementation of program models designed to advance the academic performance of at-risk students.

Division of Educator Quality and Leadership

Will give priority to educators working in low performing schools to participate in the Office of School Leadership continuum.

Will create a "Transformational Leaders Academy" to train individuals to assume leadership of underperforming schools.

Will provide on-site assistance to underperforming schools as requested.

Will work with the Palmetto Priority Schools and Turn-around schools initiatives to provide support and assistance.

2.2 (b): Focus resources on ensuring that by third grade, students have the reading skills to succeed at subsequent grade levels.

Division of Standards and Learning

Office of eLearning

June 30, 2010

Implement the One Laptop Per Child pilot project, providing kindergarten and elementary students with personal laptop computers.

- Partner with the Office of Public School Choice and Innovation to implement program.
- Assist in the development of curriculum and WiFi access for students on buses.
- Focus evaluation on teacher, parent, and student surveys.

Office of Exceptional Children

June 30, 2010

Provide professional development in reading instruction for young children with disabilities.

Office of Standards and Support

Develop and disseminate resource guides and other materials that support districts in developing high-quality early childhood programs.

June 30, 2010

Convene an early childhood resource team to assist with creating and selecting appropriate materials.

Share resources at meetings, conferences, and training events, and post to Web page.

Provide early childhood education professional development through early literacy initiatives such as the Bridges to Early Learning project.

June 30, 2010

Implement the federal Bridges to Early Learning grant.

Provide funding for SCRF schools.

June 30, 2009

Disburse funds allocated by the General Assembly to participating districts for Reading Recovery implementation.

Provide enhancement funds to schools for implementation of the SCRI for grades kindergarten through five.

Generate grants to participating SCRI schools as funds are available.

December 31, 2010

Disburse funds allocated by the U.S. Department of Education to participating districts for SCRF implementation.

Provide statewide funding for implementation of Reading Recovery.

Division of Accountability

Office of Assessment

June 30, 2009

Evaluate formative assessments for an adoption list, seek SBE approval, and reimburse districts for assessments purchased for students in grades one through nine.

Work with the assessment team and other offices to help ensure an understanding of formative assessments and their appropriate use.

Office of Federal and State Accountability

Ongoing

Support parent involvement and family literacy programs.

Promote best practices in Title I and technical assistance schools.

Continue collaborative efforts of External Review Team liaisons throughout the school year.

Maintain accreditation standards.

Office of Data Management and Analysis

Ongoing

Help maintain the early childhood component of the student information system.

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- 2.2 (c): Design, implement, and upgrade management improvements and school board quality where local community governance and accountability are poor.
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Division of Standards and Learning

Office of Career and Technology Education

June 30, 2010

Partner with the South Carolina School Boards Association to provide updates on state and federal accountability for career and technology education courses and programs.

Partner with parent-teacher associations to provide presentations on accountability during their statewide meetings.

Office of Exceptional Children

June 30, 2009

Review the state's dispute resolution system to ensure neutrality. The Office of Exceptional Children has requested that the Consortium for Appropriate Dispute Resolution in Special Education, a technical assistance center funded by the federal Office of Special Education Programs, review and assist with revisions to our dispute resolution system.

June 30, 2010

Foster interagency collaboration with South Carolina Autism Society (SCAS) regarding services and programming for students with autism. Collaborate with SCAS regarding the pervasive developmental disorder waiver and to provide professional development and training opportunities for parents and school district personnel.

Foster interagency collaboration with the South Carolina Brain Injury Alliance Council (SCBIAC), participate as an active member on the

Training and Conference Committee, and work with SCBIAC to provide services and programming for students with traumatic brain injury.

Prepare the Office of Exceptional Children for fiscal monitoring of IDEA Part B funds and work with staff to monitor and prepare the annual performance report, developing written fiscal policies to be published with administrative procedures.

Continue and expand the Office of Exceptional Children's regional support to districts model. Assist regions with their self-assessment process, including data review and analysis and development of action plans to improve student outcomes.

Continue training for due process hearing and state-level review officers, districts, advocacy organizations, attorneys representing districts, and SCDE staff.

Encourage use of informal alternate dispute resolution methods.

Provide data reporting technical assistance to all districts and agencies, with specific emphasis on the Excent® online system.

Office of eLearning

June 30, 2010

Provide information sessions to school boards and local communities about resources available to assist with accountability measures.

Division of Accountability

Office of Federal and State Accountability

Ongoing

Involve local boards and communities through the Focused School Renewal Plan process and other planning and accountability programs.

3. Expand Public School Choices for Parents and Students

3.1 All public schools provide curriculum choices.

3.1 (a): Provide leadership to local districts in planning, implementing, and evaluating choice programs that meet the needs of all students. Document successful, research-based choice models and catalog best practices and lessons learned. Articulate that choice options can be internal or external to the school, cross district lines, or include charter schools, vocational schools, and schools with EEDA "clusters of study."

Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Create a prototype school offering a choice program focused on outdoor–environmental education.

Collaborate with the Office of School Choice to expand Montessori programs and services.

June 30, 2009

Attend meetings and provide assistance as needed.

Invite state representatives to meetings with district and school representatives.

Office of Adult Education

Provide local adult education providers with guidance on high school diploma courses, GED courses, and WorkKeys preparation classes.

Provide transition specialists with information and guidance for counseling students on best options for high school completion and transition to postsecondary education, employment, or the military.

June 30, 2009

Survey transition specialists over two regions to determine the types of professional development training that may be needed to better perform job duties. Facilitate or provide the needed professional development sessions at least once per year.

June 30, 2010

Survey transition specialists over two regions to determine the types of professional development training that may be needed to better perform job duties. Facilitate or provide the needed professional development sessions at least once per year.

December 31, 2010

Conduct regional surveys to determine whether additional professional development training is needed.

Office of Career and Technology Education

Ongoing

Provide local education leaders with information on school choice models such as multi-district career centers, academies, charter schools, single-gender classes, middle college, and the South Carolina Virtual School program.

Share resources and information with home-schooled students, including career information and career planning.

Provide information to stakeholders on all school choice options.

Office of eLearning

Continue and expand the South Carolina Virtual School program to public, private, and home-schooled students.

Produce video-based segments to showcase examples of school choice programs.

Offer best practice and researched-based practices in the eLearningSC catalog of choices for educators.

Produce a video series to assist schools with training and implementing single-gender options.

Promote the South Carolina Virtual School program through guidance counselors, the Web site, and newsletters. Archive information resources.

Office of Exceptional Children

June 30, 2010

Collaborate with other offices and divisions to ensure that the needs of students with disabilities are met in new choice settings.

Collaborate with community and private entities to expand public school choice options that meet the needs of diverse learners.

Division of Innovation and Support

Office of Public School Choice and Innovation

Investigate successful and promising choice options nationwide to determine replicability in South Carolina.

Disseminate information to districts and schools on current and promising choice options.

June 30, 2009

Continue use of the [www.sceducationchoice](http://www.sceducationchoice.com) Web site to provide current information to stakeholders on choice options available by location throughout the state.

Coordinate the annual Public School Choice Conference to allow statewide interaction among choice practitioners.

June 30, 2010

Conduct statewide regional information meetings for stakeholders.

Create "building blocks" information packets regarding implementation of choice models for interested applicants.

December 31, 2010

Continue regional meetings and annual conferences on choice options as funding permits.

Create electronic portfolios of best practices for implementing choice options to include successful model sites available for operational support.

Create and disseminate useful, concise documentation for schools and districts on how to initiate choice options.

June 30, 2009

Create fact sheets listing appropriate steps to initiate choice options for every public school choice initiative supported by the Office of Public School Choice.

June 30, 2010

Provide information packets outlining a step-by-step model to initiate choice options for all options supported by Office of Public School Choice. Include model sites, electronic resources, and possible funding options.

December 31, 2010

Investigate funding sources and appropriate criteria for grants to model sites to enhance professional development.

Assist with staff development regarding implementation of choice options through face-to-face and electronic communications.

June 30, 2009

Provide on-site staff development, as funding allows, for the implementation and expansion of public school choice options.

Investigate options for electronic/Internet-based staff development applications.

June 30, 2010

Create an online portfolio of staff development offering a variety of formats (i.e., podcast, Elluminate, DVD, etc.).

Conduct surveys from existing choice sites regarding the type of staff development needed to continue implementing successful choice options.

December 31, 2010

Investigate funding options to subsidize dissemination grants to successful choice sites/districts in order to mentor schools and districts wishing to implement or expand public school choices.

Provide site visits to monitor and assist schools and districts in implementing and sustaining high-quality school choices.

June 30, 2009

Annually provide one site visit, as funding allows, to each district offering public school choice options supported by the Office of Public School Choice.

June 30, 2010

Continue annual site visits to each district as funding allows.

Create a "frequently asked questions" section for the <http://www.sceducationchoice.com> Web site to assist districts and schools in receiving a timely response to needs.

December 31, 2010

Continue annual site visits to districts as funding allows.

Investigate electronic avenues to hold statewide information and/or training sessions on appropriate implementation and maintenance of public school choice options.

Gather data from currently operating choice programs to determine sufficiency of support from the SCDE.

June 30, 2009

Investigate appropriate avenues for collecting data from schools currently providing choice options.

June 30, 2010

Begin collecting achievement and other school-based data (attendance, discipline, etc.) as appropriate.

December 31, 2010

Investigate options for collaboration with research-based organizations to analyze data collected for public school choice options to evaluate their benefits.

Coordinate with the Center for Educator Recruitment, Retention and Advancement (CERRA) and other state organizations to create resources and forums to disseminate information about choice programs.

June 30, 2009

Create a "blog" on the CERRA Web site to provide an outlet for discussion on implementation or expansion of public school choice options.

June 30, 2010

Continue coordination with the CERRA Web site.

Coordinate with the South Carolina Association of School Administrators to present information at appropriate sessions and during leadership development activities.

December 31, 2010

Coordinate with the statewide Parent Teacher Association to work within their network of regional meetings to provide public school choice information to interested stakeholders.

Division of Accountability

Office of Federal and State Accountability

Ongoing

Provide technical assistance to districts regarding successful implementation of choice options under NCLB.

Ensure districts follow NCLB guidelines in offering school choice.

Assist districts and schools in conducting comprehensive needs assessments to determine which program choices will best support improved academic achievement in development of Title I and technical assistance plans.

Office of Regional Services

Provide data to district leaders related to the various career cluster and major choices available at each high school within each district.

Assist district leaders in conducting assessments to determine how to maximize choice related to career cluster and major offerings.

Division of Educator Quality and Leadership

Will include information on creating choice programs in the programs and services offered in the leadership continuum.

3.1 (b):	Develop strategies to involve parents in creating viable and substantive choice options and to educate parents about the merits of available options.
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Provide the Office of School Choice with data demonstrating the efficacy of arts education in involving parents in their children's education.

Assist the Office of School Choice in providing presentations for communities and districts concerning Montessori programs.

Encourage the formation of parent advocacy groups for gifted and talented education throughout the state.

June 30, 2010

Create a local parent advisory council for the outdoor–environmental education initiative.

Conduct choice option open house events for parents and students at outdoor–environmental education pilot schools.

Create marketing brochures for the outdoor–environmental education initiative.

Office of Career and Technology Education

Partner with other agency offices to provide workshops for parents on school choice options.

Office of eLearning

June 30, 2010

Continue and expand the South Carolina Virtual School program to public, private, and home-schooled students.

Produce video-based segments to showcase examples of school choice programs.

Offer best practice and research-based practices in the eLearningSC catalog of choices for educators.

Promote the South Carolina Virtual School program through guidance counselors, the Web site, and newsletters. Archive information resources.

Provide monthly workshops for guidance counselors and sponsors.

Office of Exceptional Children

Collaborate with parent and advocacy groups regarding creation of inclusive choice options for all students including students with disabilities.

Division of Innovation and Support

Office of Public School Choice and Innovation

Conduct regionally accessible sessions to provide parents and other choice partners with information regarding currently instituted choice models.

June 30, 2009

Disseminate information to parents through schools and districts on public school choice options, to the extent possible.

June 30, 2010

Coordinate regional meetings to be held in person to provide information on public school choice options.

December 31, 2010

Create Internet and electronic presentations made available to parents on public school choice options.

Use statewide media outlets, where available, to communicate with parents and other choice partners.

June 30, 2009

Coordinate with the Office of Public Information to disseminate information on public school choice options.

June 30, 2010

As funding allows, use local papers, radio stations, and other appropriate media to disseminate information.

Utilize public service announcements in local media, to the extent possible, to provide information on public school choice options.

Create a model to collect input from parents and choice partners regarding expansion of options and satisfaction with current options.

Publish a regular newsletter highlighting choice programs from around the state and promising developments from around the nation.

June 30, 2009

Publish the first annual newsletter regarding successful public school choice programs in South Carolina and highlighting high-quality programs throughout the United States.

June 30, 2010

Continue publication and increase to semiannual publication as funding allows.

December 31, 2010

Create electronic as well as paper copies of the semiannual newsletter.

Create and disseminate useful, concise information on how to initiate choice options.

Division of Accountability

Office of Federal and State Accountability

Ongoing

Involve parents in discussions of research-based choice options for English language learners.

Office of Regional Services

Provide parents access to reports that indicate which career clusters and majors are available at each school within their districts and regions.

3.2 Students have a variety of routes to high school completion, postsecondary study, and career.

3.2 (a): Promote options that include alternative routes to high school completion, productive work, and success in life. Expand virtual school offerings as choice options for parents and students.

Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Explore the possibilities for offering virtual environmental education courses for middle school students.

June 30, 2010

Explore the possibilities for offering virtual courses for gifted and talented students in middle grades.

Office of Adult Education

Provide guidance in offering high school diploma courses, including virtual school courses, and GED courses.

June 30, 2009

Provide annual training as needed for virtual learning coordinators to assure that the policies and practices of the South Carolina Virtual School program are being promoted and followed.

At the end of each session, collect and analyze data associated with adult student participation in South Carolina Virtual School program courses.

June 30, 2010

Provide annual training as needed for virtual learning coordinators to assure that the policies and practices of the South Carolina Virtual School program are being promoted and followed.

At the end of each session, collect and analyze data associated with adult student participation in South Carolina Virtual School program courses.

Assist programs working with diploma and GED students in preparation for the WorkKeys test so that students leave adult education with a high school credential and the Career Readiness Certificate.

June 30, 2009

Provide separate annual allocations to adult education programs to support instruction related to student acquisition of the Career Readiness Certificate and to help absorb the cost of the WorkKeys assessment.

June 30, 2010

Provide separate annual allocations to adult education programs to support instruction related to student acquisition of the Career Readiness Certificate and to help absorb the cost of the WorkKeys assessment.

Office of Career and Technology Education

Partner with the Office of eLearning to expand career and technology course offerings through the South Carolina Virtual School program.

Expand dual enrollment opportunities with technical colleges to enable students to gain significant college credit courses while in high school.

Expand work-based learning opportunities for credit.

Office of eLearning

June 30, 2010

Continue offering through the South Carolina Virtual School courses for both initial credit and content recovery.

Document participation in and outcomes of online courses.

Expand courses to include middle and high school courses.

Conduct reviews twice a year on the quality of course content.

Partner with the Office of Standards and Support to include current standards alignment in all courses.

Incorporate EEDA ideas for career and technical courses.

Office of Exceptional Children

June 30, 2010

Collaborate with the Office of Career and Technology Education to develop a statewide occupational diploma option.

Collaborate across the agency to develop alternate routes to a standard diploma for students with disabilities that will ensure increased graduation opportunities and success for all students.

Division of Innovation and Support

Office of Public School Choice and Innovation

Seek to expand options offered through currently established alternative schools.

Coordinate within the SCDE to encourage clusters of study and career academies as choice options.

Investigate successful alternative options used nationally with emphasis on improving graduation rates, to include alternative diploma options.

Coordinate with other SCDE offices to expand the number of courses offered through the South Carolina Virtual School program.

Use the charter school funding opportunity to encourage creation of high-quality virtual school options across the state.

Continue to promote currently operating virtual school options through statewide presentations

Division of Accountability

Office of Federal and State Accountability

June 30, 2009

Evaluate whether and how ESOL services can be provided through virtual school offerings.

Office of Data Management and Analysis

Identify and provide upgraded student information system software tools to assist districts, parents, and students in making appropriate school choice decisions.

Ensure standard course codes, career codes, and other elements are in place across all schools and districts statewide within the current and new student information system for more standard reporting using the e-IGP system.

Office of Regional Services

Ongoing

Through the EEDA, support career specialists who provide career awareness, exploration, and guidance services to students at school sites.

Through the EEDA, provide an e-IGP which facilitates career planning for students and communication among parents, students, and teachers.

Through the EEDA, support at-risk initiatives and services for schools.

Through the EEDA, coordinate with businesses and other agencies to support activities that facilitate career planning, extended learning opportunities, and job placement.

Through the EEDA, support schools in development of clusters and majors.

Through the EEDA, support the development of virtual courses.

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- 3.2 (b): Assess all laws and regulations (federal, state, and local) that prevent or restrict choice and make changes as appropriate to encourage choice.
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Division of Innovation and Support

Office of Public School Choice and Innovation

Encourage legislation that increases flexibility in implementing choice options.

Encourage districts to create choice plans that include options at all levels of the educational process.

Participate in statewide meetings and assemblies to promote choice options and flexibility to encourage widespread support for legislation.

Office of Health and Nutrition Services

Assist districts in supporting non-traditional relationships with charter schools and other choice options outside the traditional structure.

Division of Accountability

Office of Federal and State Accountability

Ongoing

Provide technical assistance to districts regarding successful implementation of choice under NCLB.

Provide data as needed to assist districts in making decisions about choice programs under NCLB.

June 30, 2009

Research the area of choice as it relates to Title III.

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- 3.2 (c): Identify funding sources to support planning and implementation of choice options.
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Division of Standards and Learning

Office of Career and Technology Education

June 30, 2009

Encourage funding of virtual course offerings through the K-12 Technology Committee.

Partner with sponsors to seek additional private funding to expand school choice options.

Office of eLearning

June 30, 2010

Provide funding sources through the K-12 Technology Committee to expand on innovative ideas for choice options.

Division of Innovation and Support

Office of Public School Choice and Innovation

Coordinate within the SCDE to identify appropriate sources of funding, such as through grants and foundations, and submit proposals for suitable opportunities.

Research grant opportunities outside the SCDE that could be sources for funding choice options.

Continue to work through the federal government to identify and seek appropriate funding opportunities.

Assist districts in identifying current funding streams that may be redirected to offer choice options.

3.2 (d):	Study the possibilities for funding transportation costs for school choice options.
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Division of Standards and Learning

Office of Career and Technology Education

Encourage an increase in EEDA transportation funding and an expansion in services to include providing transportation for students to participate in school choice options.

Review student transportation needs at the local level to improve student access to multi-district career centers.

Office of Standards and Support

Explore available grant funding to support outdoor-environmental education and respective pedagogies.

Explore available grant funding to support gifted and talented education.

Division of Innovation and Support

Office of Transportation/Office of Public School Choice and Innovation

June 30, 2009

Survey states to determine the best and most appropriate practices for South Carolina.

Office of Public School Choice and Innovation

Coordinate within the SCDE to identify funding options.

Research national funding opportunities to institute choice options that include transportation costs.

Collect data from states currently funding transportation for choice options to determine if similar opportunities exist in South Carolina.

Investigate private–public ventures that may provide transportation solutions.

4. Promote Fair and Equitable School Funding

4.1 Schools have sufficient resources to provide a high-quality education.

4.1 (a): Remove dedicated funding requirements that stifle innovation and encourage more flexible and equitable funding and resource allocation.

4.1 (b): Increase teacher salaries in the areas of greatest need to the levels necessary to attract great teachers to serve children with the greatest needs. Revise incentives such as retirement benefits, insurance benefits, salary supplements, and/or significant bonuses for length of service and effectiveness to attract and retain skilled teachers to high-poverty rural areas or other areas where students from poverty are aggregated.

Division of Standards and Learning

Office of Career and Technology Education

June 30, 2009

Work with partners to support efforts to attract teachers to serve in schools with greatest need.

Partner with business organizations to seek bonus funding to support career and technical education teachers who achieve national certification in their fields.

Provide five recertification courses at the Education and Business Summit and the potential for all attendees to track summit attendance for the purpose of certificate renewal, at no additional cost to teachers.

Explore the possibility of providing funding to create incentives for high-performing teachers and programs.

Office of Exceptional Children

June 30, 2010

Provide a minimum of two recertification courses at the Research to Practice professional development institutes. Continue to support teachers in pursuing certification in the area of special education through Project CREATE, South Carolina's Center for the Re-Education and Advancement of Teachers in Special Education.

Division of Accountability

Office of Federal and State Accountability

Ongoing

Increase awareness among district and school administrators of the appropriate use of Title I and Title VI funds in providing incentives to teachers for increased student achievement in Title I schools and in providing incentives for teachers to teach in rural Title I schools that have historically had difficulty in recruiting highly qualified instructional staff.

Assist school planning teams that choose to use technical assistance funds to provide bonuses in order to recruit or retain qualified, certified staff in core teaching areas, administration, or the leadership team.

Office of Regional Services

Provide funding for career specialists to support districts in implementing the EEDA and the guidance counselor–student ratio.

Division of Educator Quality and Leadership

Will establish collaborations to create teacher housing initiatives as an additional compensation for teachers. This includes programs for reduced home loan rates as well as building and renovating housing for teachers.

Will continue to use SC TAP as a model for performance pay systems and will explore other value-added models that would provide additional compensation to effective teachers.

4.1 (c):	Consistently raise average teacher salaries until we reach the national average.
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Division of Educator Quality and Leadership

June 30, 2010

Promote efforts to increase the teacher salary in South Carolina to the level of North Carolina and Georgia to enhance the state's competitiveness in attracting high-quality teachers.

Promote efforts to revise and refine the salary schedule to make it more appealing to attract and retain great educators.

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- 4.1 (d): Revise the funding system to address aggregation of poverty, aggregation of special needs students, growth of population, and inflation to assure that basic costs are covered to support teachers in the conditions in which they are teaching. Design and implement a funding allocation system that delivers the resources necessary to lift children with the greatest needs to achievement of state standards; increases the poverty weighting factor and the aggregation of poverty weighting factors; accounts for community wealth, social capital, ability to raise capital for infrastructure, and other factors; and does not supplant local accountability and governance.
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Policy and Legislation

Division of Innovation and Support

Office of Health and Nutrition Services

Work with districts to ensure that all children eligible for free- and reduced-price lunch complete applications, securing full funding under Title I, e-rate, and other programs.

June 30, 2009

Meet annually with school food service directors to share information and solicit support for ongoing innovations to improve the application process.

Implement best practice procedures throughout the state.

Division of Accountability

Office of Federal and State Accountability

June 30, 2009

Provide state-weighted funding for English language learners at the pre-functional and beginning levels of English proficiency:

- 4.2 School facilities are adequate to support learning.

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- 4.2 (a): Establish a state infrastructure bank for schools.
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Division of Innovation and Support

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- 4.2 (b): Upgrade and maintain facilities, infrastructure, and technology in communities where local capital is not available.
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Division of Standards and Learning

Office of Career and Technology Education

June 30, 2009

Partner with the Career and Technology Administrators Association and key legislators to seek ways through bond issuance to fund renovation of forty-year-old career centers that have decaying infrastructure.

Work with partners and local districts to assist in providing programs and technology to build a technology-driven curriculum.

Office of eLearning

June 30, 2010

Assist local districts in establishing an effective technology infrastructure.

Office of Exceptional Children

Ongoing

Ensure appropriate access for all students with disabilities.

Office of Standards and Support

Review funding requests for CDEPP supplies and materials.

June 30, 2009

Review applications.

Collaborate with the Office of Finance to forward payment.

Provide guidance to early childhood classroom teachers on providing environments where children are safe, healthy, and have opportunities to learn.

June 30, 2010

Disseminate support documents and post appropriate guidance to the Web page.

Develop a plan to provide on-site technical assistance in support of classroom teachers.

Maintain technical assistance logs and feedback forms.

Division of Innovation and Support

Office of School Facilities

Ensure that all school facilities comply with state health, safety, and educational standards. Reduce the average age of school facilities and the number and percentage of portable classrooms each year.

Ensure that all school facilities comply with safe building code standards and SCDE regulations. Ensure that contemporary standards are applied to all new construction.

Review school plans, conduct inspections, provide funding, and provide information to schools and districts in a timely manner.

Update and publish state requirements for school buildings at least once each year.

Division of Accountability

Office of Data Management and Analysis

Provide student information needed to support fair and equitable school funding.

Assist in upgrading and maintaining facilities, infrastructure, and technology in schools and districts where local capital is not available.

Provide server access to the new student information system for districts with smaller student populations.

Division of Educator Quality and Leadership

Will continue to work with the IOCLs as a model for the integration of community and school resources into a single campus.

Will make lessons learned in the IOCLs available to other schools and districts.

5. Elevate and Reinvigorate the Teaching Profession

- 5.1 Educator recruitment, mentoring, retention and distribution systems produce an adequate supply of highly effective teachers.

5.1 (a): Increase the number of people who enter the education profession.

Division of Educator Quality and Leadership

Create an over-arching recruitment strategy that includes collaboration with other agencies and organizations such as the Center for Educator Recruitment, Retention, and Advancement to attract high school students, undergraduates, career-changers, and out-of-state educators to South Carolina schools.

Maintain an educator certification system that is responsive to the needs of educators and school districts.

Create a process for qualifying and certifying individuals to serve as adjunct educators.

Develop a more robust international teaching program.

Develop and promote initiatives to create and enhance education-friendly communities and teacher housing options.

Partner with Colleges of Education to create and sustain programs to recruit STEM teachers.

Continue to refine and improve the PACE program so that more individuals will participate in the program.

Division of Standards and Learning

Office of Career and Technology Education

Ongoing

Partner with sponsors to support expansion of alternative certification for individuals from the business sector.

June 30, 2009

Continue to expand and improve the Teacher Institute for Alternative Certification.

Partner with the Southern Regional Education Board to study the career and technology education alternative teacher certification program.

Seek teacher feedback on how the program can be improved.

Office of Exceptional Children

June 30, 2009

Continue working with the National Association of State Directors of Special Education, Hampton School District 2, and Florence School District 4 to provide assistance to these districts in "growing their own" special education teachers with the support of local communities.

Work with the Office of Educator Quality and Leadership to provide the Teachers to Teachers software to assist districts in conducting nationwide searches for personnel to fill district vacancies.

Continue working with the state advisory panel to focus on recruitment, retention, and teacher preparation.

June 30, 2010

Via Project CREATE, recruit and retain appropriately certified and highly qualified special education teachers.

Create an advisory board and task force charged with developing a plan to address obstacles in recruitment and retention of school-based speech and language pathologists.

Continue working with the CERRA to support schools in recruiting and retaining speech and language pathologists, including dissemination of "Suggestions for Recruitment and Retention of School-Based SLPs."

5.1 (b):	Increase the number of beginning educators who successfully transition into the education profession.
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Division of Educator Quality and Leadership

Charge the Professional Review Committee with ensuring that students graduating from South Carolina's teacher preparation programs are well prepared to meet the requirements of our public schools.

Promote effective induction and mentoring programs that are integrated into the state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Division of Standards and Learning

Office of Exceptional Children

June 30, 2010

Continue working with the Center for Educator Recruitment, Retention, and Advancement (CERRA) on a collaborative grant addressing mentoring for special education teachers.

Provide incentives to higher education institutions to incorporate more courses on the instruction of students with disabilities.

5.1 (c): Increase the retention rate of educators.

Division of Educator Quality

Promote incentives for effective teachers to stay in education.

Facilitate continuous improvements in working conditions related to time, empowerment, facilities, leadership, and resources, such as reduction of non-educational duties and reduction of or assistance with paperwork, to make schools more desirable places in which to work.

Promote the South Carolina Teacher of the Year and other recognition programs to reward outstanding educators.

Create and support ways to reinvigorate educators, such as through partnerships with Courage to Teach and the Youth Learning Institute.

Continue work on the establishment of a South Carolina Teacher Renewal Center.

Will establish collaborations to create teacher housing initiatives as an additional compensation for teachers. This includes programs for reduced home loan rates as well as building and renovating housing for teachers.

Division of Standards and Learning

Office of Career and Technology Education

Ongoing

Support efforts to reward teachers for effective performance.

June 30, 2009

Encourage schools to follow structural programs that recognize and reward user-friendly schools such as Red Carpet recognition.

June 30, 2010

Provide information to districts on the need to structure career and technical class size to address safety, the requirements of hands-on learning, and the need to demonstrate skills learned.

Office of eLearning

June 30, 2010

Showcase schools that exhibit family-friendly atmosphere and academic improvement to increase awareness of the link to overall student success:

- Establish requirements and conduct surveys to collect data from schools.
- Review survey for academic improvement.
- Showcase schools that meet all requirements by awarding grants, creating ITV broadcasts, and featuring schools on the "In our Schools" program.

Office of Standards and Support

Continue to develop the role of professional learning community models (DuFour and Hord) as part of the ongoing storyline for schools involved in mathematics and science initiatives.

June 30, 2010

Continue to research the role of professional learning communities in implementation of the Math and Science Coaching Initiative.

Develop materials for use in training coaches.

Present the information during training sessions.

Division of Innovation and Support

Office of Health and Nutrition Services

Provide high-quality food service programs and proper nutrition.

Division of Accountability

Office of Federal and State Accountability

Encourage school-level planning teams to use technical assistance funds to provide monetary or non-monetary rewards to staff for the attainment of student educational goals as measured by the school report card.

Office of Data Management and Analysis Office of Regional Services

Maintain regional administrative centers for training and technical support for administrators, clerical staff, guidance counselors, and teachers in the use of student information management software and strategies.

Provide real-time online access to classroom and student information for parents, teachers, and students to reduce paperwork and facilitate communication.

5.2 Educators are effective.

5.2 (a):	Increase and improve opportunities for professional growth and development.
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Division of Educator Quality and Leadership

Develop and promote initiatives to provide professional development opportunities relevant to the needs of individual educators.

Continue to encourage teachers to apply for and obtain certification from the National Board for Professional Teaching Standards.

Continue to refine and improve implementation of the ADEPT formal (summative) evaluation process.

Promote collaborative teacher environments that support research and development and professional growth, such as through research and development goals-based evaluation.

Develop and expand processes through which teachers can earn pay for performance by demonstrating their impact on student growth and achievement, including the Teacher Advancement Program (TAP).

Continue to refine and improve the Foundations in School Leadership program.

Provide professional growth opportunities through the SCTeacherVillage.com initiative.

Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Develop and implement professional development for gifted and talented teachers based on an assessment of teacher needs.

Work with the Teacher Renewal Center as appropriate for outdoor–environmental education.

December 31, 2010

Develop and implement professional development for gifted and talented teachers based on an assessment of teacher education.

Encourage implementation of national gifted and talented standards online, in professional development, and in teacher education.

Provide targeted opportunities for teachers to enhance content knowledge in mathematics and science through partnerships with the University of South Carolina’s Center for Science Education and other higher education institutions.

Promote and support effective teaching within CDEPP and the Bridges to Early Learning program through professional development, technical assistance, and supportive early learning communities.

June 30, 2010

Provide technical support to participating teachers through on-site weekly visits.

Maintain technical assistance logs.

Develop and implement professional development for school library media services based on an assessment of teacher needs.

Provide the best practice seminar series to K–12 educators to promote a common knowledge base in order to make informed curricular and instructional decisions.

June 30, 2009

Conduct eight sessions using national presenters to highlight current research and best practice in the teaching of reading and writing.

Collaborate with professional education organizations to promote effective teaching practices in reading and writing.

June 30, 2009

Conduct presentations at state conferences to strengthen the knowledge base of educators regarding the teaching of reading and writing.

Organize and facilitate the South Carolina Literacy Conference to provide professional development for K–12 educators.

June 30, 2009

Conduct the South Carolina Literacy Conference to provide professional development for educators.

Organize and facilitate the SCRF Summer Conference to provide professional development opportunities to SCRF participants.

Create a network of educators who have a shared knowledge base and understanding of research-based practices through implementation of the Bridges to Early Learning project.

Office of Career and Technology Education

Ongoing

Coordinate with other agency offices to combine training where possible.

June 30, 2010

Survey educator professional development needs.

Establish the professional development objectives around state and federal requirements.

Office of Adult Education

Continue awarding \$500 stipends for adult education teachers who complete at least three graduate-level professional development courses.

Office of eLearning

June 30, 2010

Provide eLearning professional development trainings and technology trainings, and train teachers to use data to drive instruction.

Provide video resources to showcase excellent teachers and share best practices (Teacher of the Year, special education, ESOL, world languages).

Provide statistical data on usage of online professional development and the South Carolina Virtual School program:

- Develop collection measures.
- Collect data from online learning management systems and through online surveys.
- Evaluate the effectiveness of each online professional development course.

Office of Exceptional Children

June 30, 2010

Continue to provide training for educators in teaching to high expectations.

Continue to provide training regarding research-based instructional models for students with disabilities.

Coordinate with other agency offices to combine training where possible.

Create a task force to discuss the role of paraprofessionals and develop a support manual providing guidelines for districts.

Division of Accountability

Office of Federal and State Accountability

Update and maintain office Web pages so educators can access current information on all services and programs.

Include the study of English language learning teaching strategies and cultural diversity in teacher preparation programs.

Office of Data Management and Analysis

Conduct three or more professional development workshops in assigned regions each year focusing on effective integration of

technology. Include online teaching and learning resources such as DISCUS and Knowitall.org; basic Microsoft office application use in the classroom; and teaching hardware and software tools such as interactive whiteboards.

Provide two professional presentations per year at professional conferences such as Ed Tech.

Identify, coordinate, contract, and schedule resources for additional services to meet specialized instructional technology needs.

Office of Regional Services

June 30, 2009

Provide mentoring for assigned technology coaches via electronic and face-to-face communications.

Develop and conduct technology coach training that focuses on targeted curriculum content and learning skills.

To enhance teacher and administrator technology leadership, design and deliver relevant online, face-to-face, and hybrid workshops that provide professional development training on the effective use of instructional technologies and resources.

5.2 (b):	Provide opportunities for all students to have access to highly qualified teachers.
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Division of Educator Quality and Leadership

Promote efforts to provide incentives for strong teachers to work in underperforming schools.

Promote efforts to increase the base pay for teachers in critical needs subject areas and in hard-to-staff, high-poverty schools.

Promote initiatives to repay student loans for math and science teachers.

Division of Accountability

Provide professional development activities related to accountability and assessment systems.

Office of Federal and State Accountability

Encourage school-level planning teams to use technical assistance funds to provide financial and professional development incentives for strong teachers to remain at the school.

Continue the collaborative working relationship between the External Review Team process and the TAP program to provide services to TAP schools that are also eligible for an External Review Team.

Encourage school-level planning teams to use technical assistance resources to fund initiatives such as TAP that are proven practices to improve student achievement.

For Title I districts in corrective action, offer train-the-trainer sessions for teachers to network with other content or grade-level professionals and create common standards-based lesson plans and assessments for curricular assistance.

Provide guidance to school districts in the effective use of district improvement funds earmarked for professional development as defined under NCLB.

Encourage districts to include teaching staff in the development of Title I and technical assistance plans, especially in the needs assessment and evaluation process, to ensure that funds are expended on activities that will positively impact student achievement.

Provide technical assistance to districts in how to involve greater numbers of teachers in planning and implementation of Title I programs.

Provide professional development activities related to accountability and assessment systems.

5.3 Schools have an adequate supply of well-qualified leaders.

5.3 (a): Increase the pool of potential education leaders.

Division of Educator Quality and Leadership

Explore the feasibility and possible benefits of developing and implementing a tiered certification system for principals.

Explore the feasibility and possible benefits of a rigorous alternative principal certification process for innovative leaders with strong business expertise and school-community involvement.

Expand the "Acceptable Areas of Certification" list for district-level positions to increase the pool of district leaders.

Develop a program for teachers that promotes awareness of the variety of leadership jobs in the education profession.

Continue to enhance programs specifically designed to prepare leaders for the principalship and the superintendency.

Provide succession planning assistance to districts interested in establishing “grow your own” programs.

Continue to partner with representatives from approved administrator preparation programs at higher education institutions throughout the state in order to increase communication, foster program improvement, and build collaboration.

Create and deliver a Transformational Leaders Academy to prepare educators to lead challenged schools.

5.3 (b): Increase the effectiveness of school and district leaders.

Division of Educator Quality and Leadership

Continue to enhance the leadership development and professional growth continuum that includes practical, rigorous, and relevant professional development for all school and district leaders.

Upgrade and redesign superintendent and principal leadership training to include an emphasis on supporting a culture of innovation and sustainable change.

Redesign systems for monitoring leadership quality and improvement.

Promote and model use of eLearning and technology integration for education leaders to foster data-driven decision-making and organizational change.

Provide targeted professional development to schools and districts to enhance faculty cohesiveness and improve working conditions.

Explore professional development for school leadership teams focused on improving working conditions.

Division of Standards and Learning

Office of Career and Technology Education

Ongoing

Expand opportunities of participants to learn about innovative programs.

June 30, 2010

Partner with the Office of Educator Quality to strengthen the Institute for New Career and Technology Education Administrators.

December 31, 2010

Explore options for creating career and technology education leadership growth for the new generation of career and technical leaders.

Office of eLearning

June 30, 2010

Assist principals and other school administrators in understanding use of technology in classroom instruction and assessment.

Survey administrators after training to evaluate trainings.

Office of Exceptional Children

June 30, 2010

Work collaboratively with the Division of Educator Quality.

Continue to provide professional development to school and district administrators regarding students with disabilities, including discipline and instructional practices.

Office of Standards and Support

Participate in principal induction programs to provide ongoing relevant professional development regarding promising practices in education.

June 30, 2010

As requested, make presentations to principal inductees on instructional promising practices.

Support the Principal Induction Program by presenting information about school library media centers during the roundtable sessions.

June 30, 2009

Apply to be a part of roundtable sessions for new principals.

Update the Principal Induction Program information packet for distribution during roundtable sessions.

Update Together We Can: Building Partnerships to Improve Student Learning, the online professional development resource for principals that focuses on the administrator's role in connecting the school library to instruction to integrate twenty-first century learning throughout the curriculum.

June 30, 2009

Move Together We Can: Building Partnerships to Improve Student Learning from CD-based to Web-based professional development.

Division of Innovation and Support

Office of Health and Nutrition Services

Integrate a school food services component into leadership training programs for school and district leaders.

Office of Youth Services

Promote the School Health Leadership Institute to provide training for school and district administrators on implementing a coordinated school health approach focused on improving student health and academic outcomes.

Maintain the school health training cadre gleaned from school and district personnel.

Division of Accountability

Office of Federal and State Accountability

Through monitoring of districts in corrective action, provide ongoing contact and engagement with district leaders in discussions relevant to student academic performance and teacher efficacy to determine areas of need for technical assistance and support.

Through External Review Team liaisons, assist the assigned school in implementing related activities included in Focused School Renewal Plan strategies.

Office of Regional Services

Through electronic and face-to-face communications, provide school and district leaders information necessary to effectively implement and sustain components of the EEDA, including at-risk initiatives.

Assist appropriate school and district personnel in the formation of district-level assistive technology teams.

6. Increase High Student Achievement and Successful Completion of PreK–12 education

6.1 All students enter school prepared for learning, demonstrate essential knowledge and skills as defined through rigorous, relevant curriculum standards, and graduate from high school on time, ready for college and career.

6.1 (a): Expand early childhood education and parenting programs that ensure students enter school prepared for learning and that provide appropriate accountability for all stakeholders. Provide universal four-year-old kindergarten for all South Carolina children.

Division of Standards and Learning

Office of Standards and Support

Provide technical assistance to teachers and staff based on results of program evaluations and observational assessments.

Support collaboration with educational agencies that promote school readiness.

June 20, 2009

Attend scheduled meetings of stakeholders and provide assistance when needed.

Research the topic of school readiness and share findings with other stakeholders.

Advocate for the implementation of statewide 4K programs.

June 30, 2009

Attend scheduled meetings and provide feedback and support for expansion of 4K programs.

Implement year three of CDEPP in preparation for statewide expansion.

June 30, 2009

Complete all CDEPP reporting requirements and continue collaboration with the Office of Finance, the Office of First Steps, and the Education Oversight Committee.

Office of Career and Technology Education

December 31, 2010

Work with districts through the Family and Consumer Sciences program to expand early childhood education program offerings.

Office of Exceptional Children

June 30, 2009

Assist districts in exploring inclusive environments for preschool students with disabilities.

Advocate for implementation of statewide 4K programs.

Division of Innovation and Support

Office of Youth Services

Through the early childhood component of family literacy programs, promote participation in early childhood programs that provide sufficient hours to produce learning outcomes, support all domains of development, offer curricula grounded in solid research, encourage interactive learning experiences, and create environments that reflect the homes and lives of children in terms of culture and language.

Increase the number of districts and schools that adopt and implement a coordinated school health approach based on the Centers for Disease Control and Prevention school health model, which includes parent and community involvement.

6.1 (b):	Provide coordinated birth through third grade early childhood education and health services to every child in need.
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Division of Standards and Learning

Office of Exceptional Children

June 30, 2009

Maintain collaboration with the South Carolina Federation of Families for Children's Mental Health to foster healthy emotional development for all children.

Continue operation of the preschool task force to improve educational outcomes for preschool children with disabilities.

Increase the percentage of preschool children demonstrating improved social-emotional skills, acquisition and knowledge of skills, and use of appropriate behaviors.

Collaborate with First Steps to increase opportunities for inclusion.

Disseminate best practice information on inclusion for preschoolers and update preschool service delivery memorandum.

Provide professional development to assist districts, state-operated programs, and Head Start staff in using a problem-solving approach to identify barriers to serving preschool children with disabilities in settings with typically developing peers and in finding methods to increase opportunities for integrated instruction.

June 30, 2010

Collect from districts information on activities involving the Child Find program and district services, updates of policies and procedures governing preschool programs for children with disabilities, and financial information pertaining to implementation of preschool programs for children with disabilities. Collect information from other state agencies regarding programs for preschool children with disabilities.

Review policies, procedures, and practices to ensure program compliance and conduct on-site monitoring of Head Start and private residential programs for students with disabilities. Follow up with technical assistance to address ongoing issues.

Spotlight promising practices in serving preschool children with disabilities.

Collect data from state-operated programs, Head Start programs, SCDE financial offices, and other sources to compile in a report along with recommendations for program improvement.

Provide a variety of options for placement for preschool students with disabilities that offer inclusion opportunities as supported by research to promote improved communication, socialization, and overall outcomes for young children. Identify successful inclusion models in the state through regional representatives and pilot innovative preschool programs in a minimum of three districts.

Division of Innovation and Support

Office of Youth Services

Through family literacy initiatives, collaborate with other agencies to provide needed health services.

Offer developmental screening to identify potential delays among preschool children.

Provide support services addressing health, nutrition, transportation, child care, and other family issues.

Office of Health and Nutrition Services

Assist schools and districts in identifying all low-income children eligible for services.

June 30, 2009

Increase by 10 percent the number of collaborating community partners, agencies, nonprofit organizations, and private entities that participate in determining effective outreach strategies for Medicaid enrollment.

Increase by 5 percent the number of school districts targeted for outreach events.

Increase by 10 percent the number of children identified through Medicaid eligibility data for free- and reduced-price lunch verification.

June 30, 2010

Increase by 10 percent the number of collaborating community partners, agencies, nonprofit organizations, and private entities that participate in determining effective outreach strategies for Medicaid enrollment.

Increase by 5 percent the number of school districts targeted for outreach events.

Increase by 10 percent the number of children identified through Medicaid eligibility data for free- and reduced-price lunch verification.

December 31, 2010

Increase by 10 percent the number of collaborating community partners, agencies, nonprofit organizations, and private entities that participate in determining effective outreach strategies for Medicaid enrollment.

Increase by 5 percent the number of school districts targeted for outreach events.

Increase by 10 percent the number of children identified through Medicaid eligibility data for free- and reduced-price lunch verification.

Division of Accountability

Office of Regional Services

June 30, 2009

Provide information to appropriate schools and districts regarding use of assistive technology for students in kindergarten through grade three.

June 30, 2010

Initiate communication with early childhood centers to ensure that educators are aware of assistive technology resources.

6.1 (c):	Fully implement and support visual arts, humanities, music, and the performing arts.
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Regularly review the standard operating procedure for the cyclical review of the standards with senior staff and SBE members.

June 30, 2010

Explore involvement of visual arts, humanities, music, and the performing arts in outdoor-environmental education.

December 31, 2010

Review, revise, and develop academic standards and support documents for all content areas in collaboration with other agency offices, the community, and the SBE on a regular cycle.

Facilitate instructional materials adoptions to ensure that resources support the standards.

Provide review panels with criteria worksheets to ensure that panels consistently evaluate materials that are aligned to the appropriate academic standards.

Continue to monitor gifted and talented student performance on PASS assessments.

Promote offering gifted and talented artistic opportunities in each district.

Collaborate with the Office of Standards and Support to provide professional development and technical assistance to early childhood teachers as a means of increasing their understanding of the academic standards.

June 30, 2009

Attend all scheduled meetings and provide assistance as needed.

Continue to support the teaching of the standards with rigor and relevance through participation in the standards support institutes.

June 30, 2009

Develop and present the standards support institutes.

Continue to monitor gifted and talented student performance on PASS assessments.

Explore involvement of visual arts, humanities, music, and the performing arts in outdoor–environmental education.

Promote offering gifted and talented artistic opportunities in each district.

Work with district library supervisors, administrators, and library media specialists to connect instruction in and through the library media center to curricula for visual arts, humanities, music, and the performing arts.

June 30, 2010

Establish a committee of library media specialists, teachers, district library supervisors, and district curriculum coordinators to connect instruction in and through the library media center to curricula for visual arts, humanities, music, and the performing arts.

Create sample lesson plans for visual arts, humanities, music, and the performing arts.

Office of Career and Technology Education

June 30, 2009

Expand offerings in 3D imaging and digital and visual programs.

June 30, 2010

Continue to promote courses and programs in the Arts, Audio-Visual Technology, and Communications cluster.

Office of eLearning

June 30, 2010

Support visual and performing arts by showcasing student performances and programs.

Office of Exceptional Children

June 30, 2010

Continue to assist schools and districts with strategies to include students with disabilities in arts instruction.

Division of Innovation and Support

Office of Youth Services

Provide technical assistance and financial support to all grantees to support enrichment activities in visual arts, the humanities, music, and the performing arts.

Ensure that 100 percent of programs incorporate and financially support enrichment programs.

Support increased parent and general public awareness through public relations activities.

Division of Accountability

Assessment Team

Support staff in other offices and divisions who assess students in the areas of visual arts, humanities, and the performing arts.

6.1 (d): Hold students to rigorous and relevant academic standards.

Division of Academic Standards

Office of Standards and Support

Establish a procedure to ensure that teachers and administrators are accurately and adequately using the academic standards as a basis for instruction.

December 31, 2010

Continue to monitor gifted and talented student performance on PASS assessments.

Continue to provide professional development on the 2008 English language arts standards for educators involved in SCRF and the SCRI.

December 31, 2010

Conduct sessions at the SCRF and SCRI professional development monthly study to update literacy coaches on the 2008 English language arts standards and support materials.

Collaborate with the Office of Standards and Support in the development of the South Carolina Standards Support System Curriculum Project.

June 30, 2009

Develop action teams from the regional Mathematics and Science Centers in the following configuration: an algebra team, a middle grades team, and an elementary grades team.

Develop written curricula aligned with the South Carolina mathematics standards and supporting effective, strategic classroom teaching and learning to improve the quality of standards implementation in classrooms. Include the following components: targeted standards indicators, recommended resources, suggested instructional strategies, assessment strategies and items, and a prioritized scope and sequence chart.

December 31, 2010

Develop a prioritized scope and sequence for English language arts.

Develop the instructional guide for English language arts under the South Carolina Standards Support System Curriculum Project.

Collaborate with the Office of Exceptional Children to expand the English language arts academic standards for use with identified special education students.

June 30, 2010

Partner with the Office of Exceptional Children to develop support materials to assist teachers in teaching the English language arts standards to special needs students.

Provide assistance in developing support documents for the 2008 English language arts standards.

December 31, 2010

Develop support documents for the teaching of the 2008 English language arts standards.

Provide professional development for administrators, district library supervisors, and library media specialists on the correlation among the revised national education technology standards for students, the revised American Association of School Librarians information literacy standards, and state academic standards to enhance instruction through school library media centers.

June 30, 2010

Create online professional development opportunities such as podcasts and voice-over PowerPoint presentations for administrators, district library supervisors, and library media specialists.

Office of Career and Technology Education

June 30, 2010

Continue to require that career and technology education teachers complete national certifications.

December 31, 2010

Continue to emphasize with career and technology education teachers that all programs meet national industry standards.

Encourage career and technology education teachers to prepare their students to take and pass industry certification tests.

Office of Exceptional Children

June 30, 2010

Continue to support general education teachers by providing professional development on the instruction of students with disabilities.

Continue to provide professional development to special education teachers in research-based methods to support general education teachers in the instruction of students with disabilities.

Division of Innovation and Support

Office of Youth Services

Provide students, particularly students who attend high-poverty and low-performing schools, with the attention and assistance needed to meet state and local academic standards in core subjects.

Ensure that 100 percent of programs use scientifically-based curricula and methods that are aligned with the South Carolina academic standards.

Ensure that 100 percent of programs link instructional activities to the instruction students receive during the regular school day.

Ensure that family literacy programs engage adults and children in curricula that are research-based.

Division of Accountability

Assessment Team

Develop and administer rigorous and relevant assessments aligned to the South Carolina English language arts, mathematics, science, and social studies content standards.

Office of Federal and State Accountability

Provide districts with technical assistance in building educational leadership teams to continually evaluate instructional programs for rigor and relevance in order to build high achievement levels for all students.

Assist districts with implementation of Title I and Title III Response to Intervention and progress monitoring efforts through dissemination of information, district-to-district networking, and training.

Through the External Review Team liaisons, continue assisting school leadership teams in ensuring that school instructional programs are conducive to quality student learning.

Provide training in developing school and district plans for Title I that determine needs based on data analysis and identification of research-based activities.

Assist district technical assistance contact persons in delivering quality data analysis and profile information to school-level leadership teams in order to prioritize use of technical assistance funds.

Office of Regional Services

June 30, 2009

Assist schools in selecting at-risk program models that emphasize experiential or contextual instructional strategies.

Assist schools in selecting at-risk program models that include a dual credit component.

Participate in meetings and workshops related to the South Carolina Course Alignment Project.

Collaborate with the Office of eLearning to support the development of virtual elective credit courses that maintain appropriate academic standards and competencies and are relevant to students' chosen career clusters.

Division of Educator Quality and Leadership

Will ensure that all educators who participate in division programs and services understand the importance of rigorous and relevant academic standards.

6.1 (e): Close the achievement gap.

Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Use proven strategies in outdoor–environmental education within the context of students' natural and social systems to promote relationship, relevance, rigor, problem-solving, and inquiry, and to improve academics and attitudes.

June 30, 2010

Conduct an early childhood institute each summer to provide professional development and technical assistance to districts in

implementing quality programs to ensure that the achievement gap closes.

Initiate steps to ensure that all high school graduates are financially literate.

December 31, 2010

Use the findings from the Education Oversight Committee's 2006 report on gifted and talented programs to target professional development in working with students from poverty.

Provide professional development and technical assistance to better equip educators to serve children in poverty through CDEPP and the Bridges to Early Learning project.

June 30, 2009

Provide intensive professional development on research-based practices in early literacy through regional workshops and regional summer institutes. Provide technical assistance through weekly on-site coach visits.

Continue to support and fund initiatives that increase awareness of and performance on the ACT and SAT among minority students.

June 30, 2009

Implement the South Carolina GEAR UP grant.

Administer the ACT/SAT Improvement Initiative.

June 30, 2009

Develop Memoranda of Understanding with both ACT and the College Board.

Disseminate information to districts.

Provide technical assistance to districts on the ordering and administration of the state-funded assessments.

Collaborate with both the ACT and the College Board on the delivery of workshops on interpreting test results and using the data to inform instruction.

Distribute funding, if available.

Continue to work with district library supervisors, building-level administrators, and library media specialists to create school library

resource collections that are up to date and aligned with the school's curriculum and state academic standards.

June 30, 2010

Revise the South Carolina standards for school library resource core collections.

Continue to provide ongoing professional development opportunities through the SCRI, SCRF, Reading Recovery, the Response to Intervention program, the best practice seminar series, the South Carolina Literacy Conference, SCRF summer school, the SCRF Summer Conference, Reading Recovery summer services to improve student achievement.

June 30, 2009

Facilitate monthly professional development for SCRI and SCRF literacy coaches, literacy coaching specialists, and intervention specialists.

Conduct eight sessions using national presenters to highlight current research and best practices in the teaching of reading and writing.

Conduct daily summer sessions for Reading Recovery students close to concluding their programs.

Conduct the SCRF Summer Conference.

Assist SCRF and Reading Recovery educators in analyzing literacy data collected from progress monitoring assessments to make informed instructional decisions.

Facilitate monthly technical assistance visits (virtual or face-to-face) by literacy coaching specialists, intervention specialists, and Reading Recovery teacher leaders to support schools and districts in making informed instructional decisions.

Analyze data collected from evaluations and surveys to enhance implementation of SCRF, the SCRI, Reading Recovery, and Response to Intervention.

December 31, 2010

Prepare reports and disseminate results from data collection for SCRF, the SCRI, Reading Recovery, and Response to Intervention.

Participate in the Keeping Learning on Track formative assessment pilot program.

Collaborate with the Office of Exceptional Children to expand the English language arts academic standards for use with identified special education students.

June 30, 2010

Develop a plan for expanding the standards.

Develop support documents.

Provide appropriate professional development.

Office of Career and Technology Education

December 31, 2010

Continue to develop online learning and testing which creates a default curriculum and, in most cases, remediation for students where there are gaps.

Expand WorkKeys Assessment and online remediation to close the gaps.

Office of eLearning

June 30, 2010

Provide online training for teachers in integrating technology into classroom instruction and assessment.

Office of Exceptional Children

June 30, 2009

Create and implement a regional system of assistive technology service delivery in partnership with assistive technology specialists and instructional technology specialists at regional centers.

Create and implement a system of evaluation and service delivery for English language learners in partnership with other SCDE offices and the ESOL consultant. Provide planning and professional development for school districts as well as collaboration with institutions of higher education.

Create and implement procedures for consistent statewide supervision of speech and language services at the local level through the guidance of a task force of speech and language pathologist supervisors, district administrators, and SCDE personnel. Develop procedural guides and provide statewide professional development.

Provide statewide coordination with school-based occupational therapists and physical therapists and collaborate with the South Carolina Physical Therapy Association and the South Carolina Occupational Therapy Association to improve related service-capacity building and implementation of Individualized Education Programs.

Improve the quality of education for students with disabilities by increasing district capacity to address statewide concerns relative to service delivery and to support the development of innovative options for public school choice for students and their families at the local level.

Division of Innovation and Support

Office of Youth Services

Promote school readiness through family literacy programs for preschool children from birth through five years.

Increase efforts to recruit parents whose children are at risk of school failure.

Work with 21st Century Community Learning Centers to ensure that individual education planned activities address identified academic and related needs:

- Ensure that a minimum of 85 percent of programs provide staff with collaboration time to assess student needs.
- Ensure that a minimum of 85 percent of programs develop clear goals and objectives.

Provide services and information to counselors to assist in implementing the Comprehensive Development Guidance and Counseling Program Model and seek feedback from counselors regarding services and information.

Division of Accountability

Office of Federal and State Accountability

Provide for collaborative networking of schools to identify and implement structures toward closing the achievement gap. Offer training and technical assistance opportunities on innovative approaches to promote targeted, measured increases in student achievement.

Continue to identify gaps in student learning and in making realistic recommendations for individual schools to close those gaps.

Provide summer programs for migrant children and youths to enhance achievement in English language arts, math, and English language learning.

Recognize Title I schools that reach the highest levels of achievement in closing the gap.

Evaluate ESOL programs using the English learners program assessment guide to make changes in curriculum and instruction as needed for better outcomes with English language learners.

Assist district technical assistance contact persons in delivering quality data analysis and profile information to school-level leadership teams in order to prioritize use of technical assistance funds.

Office of Regional Services

June 30, 2009

Establish a district assistive technology contact person to collaborate with assistive technology regional specialists to discuss a list of services, state and federal assistive technology updates, specific needs across districts, and training topics. Use observations, interviews, and data to make informed decisions concerning district technology needs and course development to satisfy identified needs.

Assist schools in selecting at-risk program models that include a dual credit component.

Assist schools in selecting at-risk program models that emphasize experiential or contextual instructional strategies.

Assist schools in selecting at-risk program models that improve students' preparation for the SAT, ACT, end-of-course tests and the High School Assessment Program.

June 30, 2010

Provide relevant online, face-to-face, and hybrid courses on the effective use of assistive technology resources to promote student achievement among special needs and disadvantaged students.

6.1 (f):	Increase the graduation rate/successful completion of all students. Prepare students to finish PreK–12 education ready for college and workforce.
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Division of Standards and Learning

Office of Standards and Support

June 30, 2009

Engage students creatively using the local community and outdoor–environmental education to encourage students to stay in school.

Use service learning projects in outdoor–environmental education to help students apply their learning in meaningful, real-world settings.

June 30, 2010

Introduce outdoor–environmental education students to a variety of external providers and career professionals during the school year.

December 31, 2010

Provide social and emotional support to gifted and talented students through guidance counselors, parent advocacy groups, and teacher professional development.

Provide early care and educational services that impact the success of all children.

June 30, 2010

Facilitate monthly meetings of the early childhood team to plan, organize, and provide appropriate early childhood services.

Facilitate regular meetings of a cross-divisional early childhood team focusing on initiatives and programs that support and enhance early childhood development.

Provide professional development on inquiry-based instruction, collaboration, and critical thinking skills to integrate twenty-first century learning into the curriculum through school library media centers.

June 30, 2009

Present a concurrent session at the South Carolina Association of School Librarians conference in March 2009.

Continue to update the information and media literacy wiki, <http://icts-sc.pbwiki.com>.

Implement promising high school redesign strategies such as content recovery and proficiency-based learning to increase the graduation rate.

June 30, 2010

Collaborate with other offices to develop guidelines for the implementation of content recovery.

Provide technical assistance to districts implementing content recovery.

Collaborate with the South Carolina Virtual School program as one example of proficiency-based learning.

Continue collaborating with the Office of Career and Technology Education and the EEDA Coordinating Council to implement the statewide performance, accountability, and enforcement requirements of the EEDA.

June 30, 2010

Serve on the Commission on Higher Education's expanded Advisory Committee on Academic Programs.

Assist with the e-transcript project.

Assist with the e-IGP project.

Continue implementation of South Carolina GEAR UP as a means of keeping students in school and encouraging them to attend college.

June 30, 2010

Provide on-site technical assistance to participating schools.

Provide professional development to participating schools.

Promote twenty-first century learning skills in early childhood education.

June 30, 2010

Incorporate twenty-first century learning skills in all early childhood services.

Monitor technical assistance activities to ensure incorporation of twenty-first century learning skills.

Work with library media specialists, classroom-based teachers, and administrators to identify twenty-first century learning skills and,

where those skills relate to state academic standards, to encourage integration into the curriculum.

June 30, 2010

Establish a committee of library media specialists, teachers, district library supervisors, and district curriculum coordinators that will create a chart showing standards and related twenty-first century skills.

Conduct workshops on use of the South Carolina K–12 ICT Scope and Sequence.

Provide accurate, timely, and understandable information on student performance on the ACT and SAT.

June 30, 2009

Participate in the office release of scores by both ACT and the College Board.

Review and analyze the data.

Collaborate with the Office of Research and the Office of Public Information to prepare and disseminate information via press releases and reports.

Office of Career and Technology Education

June 30, 2010

Continue to support districts in finding programs to increase high school completion.

Work with technical colleges to ensure there is seamless transition from secondary to postsecondary education and that achievement gaps are closed.

December 31, 2010

Promote the fact that students who take career and technical education courses and curriculum graduate at a rate of 97 percent.

Partner with businesses to ensure that twenty-first century skills are being taught and mastered by students.

Office of eLearning

June 30, 2009

Implement the initial credit and content recovery options through the South Carolina Virtual School program. Gather statistical data from course completions to evaluate success rates.

Develop partnerships with adult education and districts and provide course information.

Pilot courses in initial credit and content recovery core academic areas.

Evaluate outcomes through responses to surveys and student success rates.

Office of Exceptional Children

June 30, 2009

Develop and implement self-assessment for districts and incorporate in the self-assessment process clear procedures to assist districts and state-operated programs in identifying and analyzing graduation data collected by the SCDE. Using current NCLB graduation rate data from 2007–08, identify districts with improving trends in graduation rates for students with disabilities. Identify effective activities contributing to increasing the percentage of graduates.

June 30, 2010

Continue participating in the Shared Agenda seed grant, working with national sponsors including the IDEA Partnership, the National Association of State Directors of Special Education, and the National Association of State Directors of Mental Health Programs, to strengthen linkages among families, schools, and mental health services.

Provide professional development to assist districts, schools, and Head Start programs in building capacity in the area of prevention and intervention.

Provide technical assistance to districts in analyzing and using the data to develop district improvement strategies across all areas and indicators from the state performance plan.

Implement the Project Focused Agenda grant to establish and expand linkages among local youths, families, school, mental health, and juvenile justice systems to provide high-quality and coordinated mental health services for young people.

Continue participation in the program oversight council to address concerns for children and youths who reside in alternative residences, including foster homes, group homes, and treatment centers.

Promote collaboration among families, schools, and mental health resources.

Continue collaboration with the Council for Children with Behavioral Disorders, the professional organization for individuals who work with students with emotional and behavioral disabilities.

Continue state and local work in the area of Positive Behavior Interventions and Supports, providing ongoing training and oversight for two hundred one schools across the state that are implementing this program.

Continue to provide training and technical assistance in the Crisis Prevention Institute, assisting schools with de-escalation of dangerous situations and safe physical intervention skills.

Increase the percentage of youths with Individualized Education Programs who graduate with a regular diploma, and decrease the percentage who drop out of high school.

Continue working to improve graduation rates, dropout rates, and transition services for students with disabilities:

- Continue collaboration with the National Dropout Prevention Center at Clemson University to identify research-based strategies that have proven successful in decreasing high school dropout rates.
- The high school redesign group will ensure that a variety of innovative choices are made available to students with disabilities for earning units toward graduation.
- Collaborate with the Office of Assessment regarding the General Supervision Enhancement grant (CFDA 84.373.X); MARS (Modifications, Reports, Standards, and Reporting); standard-setting for The South Carolina Alternate Assessment; and teaching students with severe disabilities grade-level academic content standards.

Continue to provide training and technical assistance in the Strategic Instruction Model to provide special and general education teachers with research-based strategies to improve student outcomes and to increase teacher knowledge of the Response to Intervention pyramid.

Provide information and training regarding self-advocacy and bullying to students with disabilities and the staff who serve them.

Continue subcommittee work through the state advisory council to address bullying issues.

Continue use of the youth strand at the biannual summit on shared implementation of IDEA, including recruitment of youths for participation and presentation.

Collaborate with the Office of Youth Services to ensure continued emphasis on these areas.

Provide measurable, annual goals and improve transition services for youths age sixteen and over who have an Individualized Education Program, via the technical assistance grant from the National Association of State Directors of Special Education:

- Establish a transition board to oversee this effort, including representatives from the Office of Exceptional Children, Pro-Parents, the Department of Disabilities and Special Needs, the State Special Education Advisory Council, the Office of the Governor, Family Connections, the Federation of Families, the South Carolina School for the Deaf and Blind Outreach, the South Carolina University & College Council of Educators Enabling Disabled Students, the South Carolina Commission on Higher Education, institutions of higher education, and districts (including teachers, principals, and students).
- Hold a transition summit to provide technical assistance and research-based staff development to service providers.
- Collaborate with the Office of Career and Technology Education to coordinate graduation plans with transition Individualized Education Programs.

Continue training for school resource officers to increase disability awareness.

Coordinate with the Office of Civil Rights to include disability harassment information on the Office of Exceptional Children Web site.

Division of Innovation and Support

Office of Youth Services

Through the adult education component of family literacy initiatives, support parents in obtaining a high school diploma or its equivalent.

Through the Teen Leaders Evolving and Developing (Team LEAD) grant project, provide mentoring, training, and technical assistance to

foster youth empowerment and leadership among high school students.

Increase student involvement in service learning activities.

Promote awareness of both moral and performance character through staff development and the office Web site.

Encourage partnerships that support initiatives emphasizing soft skills such as martial arts, etiquette, and holistic health.

Through family literacy initiatives, prepare participants to enter postsecondary education, job training or retraining, employment, the military, or career advancement.

Ensure student and family participation in all dropout prevention activities conducted through the 21st Century Community Learning Center programs.

Ensure that 100 percent of 21st Century Community Learning Center programs operate at least twelve hours per week.

Ensure that a minimum of 85 percent of 21st Century Community Learning Center program enrollees participate in at least 75 percent of scheduled activities during the designated optional time.

Office of Health and Nutrition Services

Support and promote the Breakfast in the Classroom initiative to directly support student achievement and successful completion.

Office of Youth Services

Continue the summer institute to provide counselors with professional development and resources to support the goal of improving academic achievement.

Assist school districts in identifying homeless students.

Work toward annual reductions in the number of truant students as reported under the Uniform Management and Information Reporting System and the South Carolina Department of Juvenile Justice.

Work toward annual reductions in the number of students suspended or expelled from school as reported under the Uniform Management and Information Reporting System and the SCDE.

Increase the number of districts and Head Start programs receiving technical assistance, training, grants, and other resources to ensure that homeless students are given an equal opportunity for high achievement and school success.

Maintain partnerships with law enforcement, colleges and universities, state agencies, businesses, and community organizations to assist in addressing social, mental, and health barriers to student academic achievement.

Division of Accountability

Enhance dropout prevention activities for neglected and delinquent youths by supporting a program focus on high school credit accrual and/or GED preparation.

Office of Federal and State Accountability

Continue to gather, analyze, and use data through the External Review Team process to guide decision-making to increase student achievement in assigned schools, leading to higher graduation rates.

Maintain the neglected and delinquent program focus on tutorial assistance in English language arts and math and transition back to school, community, or work.

Allow English language learners new to United States schools five years to graduate without impacting school report cards.

Assist district technical assistance contact persons in delivering quality data analysis and profile information to school-level leadership teams in order to prioritize use of technical assistance funds.

Use technology (Individual Graduation Plan and other platforms) to establish early warning systems for students at risk of dropping out or failure in school.

Maintain a pool of technical assistance personnel on-site and provide the appropriate training so that personnel can become instructional and educational leaders and mentors in sites where they work.

Office of Regional Services

June 30, 2009

Assist in identifying specific objective criteria for districts to use in identifying students at risk of being poorly prepared for the next level of study or of dropping out of school.

Update the intervention guide to include additional evidence-based programs and curricula proven to be effective in retaining students at risk of dropping out. Direct districts to evaluate model programs in place at each high school to ensure that the programs provide all students with the opportunity to graduate with a state high school diploma.

Collaborate with other programs and offices within the agency to coordinate services available for students who are struggling or at risk in the classroom.

Disseminate accurate and effective information about assistive technology resources and tools to support curriculum materials.

Support districts by connecting educators with state and local agencies to facilitate a successful transition for students from school to work or higher education.

Collaborate with regional education centers to facilitate establishment of partnerships between businesses and schools to increase opportunities for students to participate in a variety of work-based learning experiences.

Coordinate a series of professional development activities related to career awareness, exploration, and participation for career specialists and other educators.

Coordinate with representatives from business and state agencies to effectively implement Connect2Business, a Web-based database of regional and state work-based learning opportunities.

Collaborate with other agency offices to support development of necessary and appropriate career-related elective courses.

6.1 (g): Promote healthy development and healthy choices.

Division of Innovation and Support

Office of Health and Nutrition Services

Develop and implement a comprehensive training plan to promote effective school nutrition programs:

- Promote training for school employees at all levels, including superintendents, principals, business officials, directors, managers, operators, cashiers, district food service support

personnel, and state staff based on ongoing needs assessments and focus groups.

- Provide a statewide standardized curriculum for all employee levels.
- Provide training using local food service personnel and training experts from education, business, state agencies, news media, and health and safety organizations.
- Train supervisors, directors, and managers in staff development and implementation.
- Develop and disseminate a statewide training calendar.
- Assist directors and managers in identifying funding resources for training.
- Continually establish goals and objectives for state and local training programs based on the needs assessment.

Develop and implement a marketing plan to support the mission of ensuring effective school nutrition programs:

- Develop specific messages to students conveying positive images of school food and nutrition programs.
- Build partnerships with school districts, health and education organizations, and parent groups to promote healthy school meals and nutrition education.
- Form partnerships with teachers and parent groups to coordinate nutrition education activities with meal programs to teach children, teachers, caregivers and parents the relationship between food and health.

Recruit supporters to serve as advocates for quality school nutrition programs:

- Implement a comprehensive, ongoing public information program to promote understanding of and support for school food and nutrition programs.
- Assist local districts in implementing local public information programs to promote understanding of and support for quality school nutrition programs.
- Develop a grassroots organization of selected individuals and groups to serve as advocates for quality school food nutrition programs.
- Serve as a resource for accurate, timely information on emerging issues in school nutrition.

Develop and implement a comprehensive plan for nutrition education in schools:

- Promote nutrition education courses developed by universities for teacher certification or graduate credit.

- Provide training to directors and managers for the nutrition course developed for school food service technicians.
- Establish a network of stakeholders and constituents to support a comprehensive plan for nutrition education based on the South Carolina Health and Safety Education Curriculum Standards for nutritional choices.
- Promote development and dissemination of curriculum guides that integrate nutrition standards with other education standards used by K–12 teachers.

Office of Youth Services

Increase the number of districts and schools that adopt and implement a coordinated school approach to improving student health and academic outcomes using the Centers for Disease Control school health model.

Increase professional development and technical assistance to improve school health programs provided to districts in counties disproportionately impacted by chronic disease, HIV and other sexually transmitted diseases, teen pregnancy, poverty, and low educational achievement.

Decrease risk behaviors and increase health-promoting behavior among students as measured through the South Carolina Youth Risk Behavior Survey.

Division of Educator Quality and Leadership

Will include information on health and wellness in our leadership continuum.

6.2 Parents are active, involved participants in their children’s education.

6.2 (a): Create a continuum of service programs for parents, including adult literacy programs, in coordination with the technical college system, faith-based communities, and other education stakeholders.

Division of Standards and Learning

Office of Standards and Support

December 31, 2010

Continue to collaborate with the Education Oversight Committee to develop family-friendly standards in multiple languages.

Update and distribute parent guides outlining early childhood standards and programs for children from birth through kindergarten.

Work with the Office of Parent and Community Services to provide train-the-trainer parent education staff development and highlight approaches to help parents improve student achievement.

Office of Adult Education

Maintain the continuum of services currently in place.

Office of Career and Technology Education

June 30, 2009

Encourage parent night visits at career centers for parents of students in grades six and seven to explore enrollment in career center programs.

Office of Exceptional Children

Support Parents Reaching Out to Parents of South Carolina, the Federation of Families of South Carolina, and Family Connections of South Carolina in assisting parents as they care for, advocate for, and participate in the education of children with disabilities.

Division of Innovation and Support

Office of Youth Services

Offer literacy and related educational development opportunities to the families of students served by adult education and family literacy programs, including GED classes, computer classes, and ESOL classes.

Through the 21st Century Community Learning Center program, provide grants to faith- and community-based organizations to establish and enhance community learning centers:

- Hold ongoing grant and proposal writing workshops prior to grant submission.
- Award 10 percent more grants in 2009–10.
- Ensure that family literacy programs include all 21st Century Community Learning Center programs and that Title I and Act 135 programs are part of all requests for proposals.
- Ensure that at least 90 percent of all grantees collaborate with Title I and Act 135 district staff in planning and implementing programs.

- Promote collaboration between 21st Century Community Learning Centers and local technical and four-year college/university systems to provide college credit to participants enrolled in the college/university continuing education or graduate programs.
- Ensure that 50 percent of all district and school professional development course participants receive credit for enrolled and completed classes.

Division of Accountability

Offer regional best practices trainings on effective strategies schools and districts may use to expand and improve outreach to parents.

Office of Federal and State Accountability

Collaborate with adult ESOL programs to tie them to the early childhood curriculum to assist parents as teachers.

Office of Regional Services

June 30, 2009

Monitor the percentage of parents and parental designees who participate in Individual Graduation Plan conferences each year.

June 30, 2010

Provide technical assistance to career specialists on how to engage parents in Individual Graduation Plan conferences.

Facilitate collaboration between teachers and parents in meeting students' assistive technology needs.

Provide assistive technology information to parents by collaborating with educators and administrators about services and equipment to help struggling and at-risk students.

Compile a list of state and local assistive technology resources that offer free and low-cost support to parents.

Collaborate with the Office of Youth Services to provide necessary information to parents.

6.2 (b):	Redefine parent involvement to focus not on how often parents come to school but on the skills parents use to help students achieve and on developing parenting skills that improve student achievement.
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Division of Standards and Learning

Office of Standards and Support

June 30, 2010

Explore the potential for developing outdoor–environmental education joint parent and student activities within and beyond the normal school day.

Create parent volunteer groups for selected environmental educator programs and provide training.

December 31, 2010

Explore the possibility of providing more resources for parents of students enrolled in gifted and talented programs.

Support the CDEPP parenting component.

June 30, 2009

Create a support document for inclusion in CDEPP guidelines.

Work with district library supervisors and library media specialists to develop plans for including a parenting resource collection in school library media centers.

June 30, 2009

Revise South Carolina standards for library resource core collections.

Office of Adult Education

Maintain the continuum of services currently in place.

Division of Innovation and Support

Office of Youth Services

Ensure that the parent education component of family literacy initiatives support children’s literacy development, provide a balanced range of information and skill-building opportunities for parents, encourage reading by adults and reading to children daily, encourage attention to family relationships and the belief that parents can make a difference in their children’s lives, promote beliefs and practices of positive child rearing and behavior management, and help parents develop and maintain a supportive home learning environment.

Division of Accountability

Office of Federal and State Accountability

Assist schools and districts in evaluating current parenting programs and developing effective programs focused on improving student achievement. Assist districts with the following components:

- training parent leadership teams that participate in data analysis and decision-making and that share in disseminating information to other parents;
- providing technology training;
- conducting effective parent-teacher conferences;
- enrolling students in rigorous courses;
- developing appropriate training to build parent awareness of graduation requirements, post-high school options, and scholarship opportunities;
- identifying resources for parents to help their children; and
- providing training for parents on the achievement gap and on steps parents can take to help close the gap.

Focus migrant training to enhance parenting skills that enable parents to assist in their children's education. Possible activities include:

- partnering with district parent involvement programs to engage parents in understanding assessment for achievement standards;
- providing family literacy programs that support parent-child interaction from pre-reading levels to reading-to-learn performance; and
- determining best practices to provide working parents with the means to understand and support student engagement in the learning process.

7. Ensure Efficient Operations

- 7.1 The SCDE is organized in a way that emphasizes its role as a service provider to educators.

Division of Standards and Learning

Office of Career and Technology Education

June 30, 2009

Seek ways to become more efficient through use of technology for training, meetings, and communications.

June 30, 2010

Conduct online surveys of educators for suggestions on services that are needed and ways to improve the quality of sessions provided.

Office of eLearning

June 30, 2010

Provide online information through Web portals with contact information for each program.

Provide immediate response to educators in the areas that pertain to the office and the agency as a whole.

Assist in developing innovative ideas to provide better services to educators and communities.

Office of Exceptional Children

Continue to support the Excent® Online system and implement the new Excent® Enrich Individualized Education Program data collection system. Make more data collection points automatic and incorporated into already-existing systems.

Conduct more surveys and questionnaires using online resources such as Survey Monkey.

Office of Standards and Support

Conduct business with professionalism.

June 30, 2009

Maintain and review training and meeting feedback forms for all events.

Respond to telephone calls and emails within 24 hours.

Division of Innovation and Support

Office of Health and Nutrition Services

Assist school districts in recouping the costs of medical services through enterprise-wide programs:

- Increase the number of Medicaid-billable school-based services by one service by 2010.
- Increase Medicaid school district administrative claiming reimbursements by 1 percent annually.
- Increase the number of Medicaid listserv communications related to school-based health services by 10 percent annually.
- Conduct monthly partnership meetings with Department of Health and Human Services to collaborate on Medicaid policy affecting school-based health services.
- Obtain 95 percent approval rating on customer satisfaction survey.
- Visit eighty-five school districts annually to monitor and improve quality assurance of school-based health services.
- Increase by 10 percent annually the number of districts that are not cited for quality assurance deficiencies.
- Conduct six to twelve Medicaid training sessions for school districts.
- Conduct nine process improvement visits with school districts to maximize Medicaid revenue and streamline documentation and billing processes.
- Collaborate with the Medicaid agency and other health service agencies to identify additional Medicaid-reimbursable services that can be rendered in school settings to benefit children's health and enhance collaborative community health care delivery efforts.
- Foster timely and consistent communication about health services and billing to school districts, other state health agencies and other affected entities.
- Collaborate with school districts, Medicaid agency, and other state agencies to continuously improve school-based health programs by developing training curriculums and modules for financial cost reporting, Medicaid documentation and quality assurance standards, and process improvement strategies.
- Provide enterprise services to assist school districts in obtaining Medicaid reimbursement for outreach, eligibility, and

coordination of medical services under the school district administrative claiming program.

- Partner with school districts to obtain Medicaid reimbursement for eligible special needs transportation trips.

Manage a database to record eligible student trips and provide technical assistance to districts regarding its use.

Division of Accountability

Assessment Team

Promote teaming within and across offices and divisions by coordinating assessment team meetings.

Enlist districts, regional support centers, and other agencies as partners in providing services to schools.

Increase agency transparency of available programs and services to include data related to program successes.

Provide to districts and parents a directory of offices or individuals within the agency that can assist in answering common questions and in locating specific data as it relates to AYP, report cards, graduation rate, and other relevant data.

Office of Federal and State Accountability

Coordinate the statewide system of support so that the SCDE provides appropriate and non-duplicative services to all schools and districts.

Promote program collaboration to increase effective use of funding to target academic needs.

Continue to train and monitor External Review Team liaisons and committee members as service providers to schools and districts to bring about improvement in student achievement.

Monitor district set-asides within the Title I application through desk and on-site monitoring to ensure costs are allowable and are in compliance with the federal statute and guidance.

Continue to integrate school and district plans for all funding sources (federal, state, and local) into one online application plan process.

Office of Regional Services

June 30, 2009

Facilitate collaborative professional development activities related to assistive technology, the Personal Pathways to Success initiative, and integration of technology into the curriculum for schools and districts as requested.

Disseminate information within SCDE offices and professional organizations about assistive technology services and resources.

Office of Data Management and Analysis

Assist local districts in establishing an effective technology infrastructure, tools, software, and strategies for data collection, analysis, reporting, and management.

Provide support and maintenance for state, district, and school-level student locator tools in place to ensure assignment of unique student state identification.

Continue working as liaison with other state agencies to provide appropriate bandwidth levels for transfer of data across district and state data networks.

Division of Finance and Operations

Provide adequate financial resources to the public education system given appropriate/authorized funding.

Provide increased financial and operational transparency.

Support redesign of the education funding system.

Strengthen functional, horizontal, and vertical collaboration and communication.

Provide technical assistance across functional areas.

Increase operational efficiency.

Increase customer satisfaction.

Division of Educator Quality and Leadership

Will ensure that excellent customer services is provided to educators, schools, districts and the public.

7.2 School support systems are efficient and effective.

7.2 (a): The school transportation system is safe and efficient.

Division of Innovation and Support

Office of Transportation

Advocate for funding to implement the state's fifteen-year school bus replacement cycle so that average school bus mileage and average school bus age will be reduced each year:

- Provide the General Assembly, Governor, and public with information about the status of the school bus fleet.
- Issue the annual status report by the end of September each year.

Provide an effective and efficient school bus maintenance and servicing program:

- Hold the cost per student trip for operating school buses at or below that of other southeastern states, and issue an annual report prior to January 1 of each year comparing South Carolina's costs with costs for other southeastern states.
- Hold costs for school bus maintenance at or below costs in other southeastern states, and report maintenance costs annually prior to January 1.
- Maintain dependability ratings for school buses above 99 percent.

Conduct all school bus inspections, repairs, and preventive maintenance on schedule:

- Maintain an electronic database on all school bus inspections, repairs, and maintenance on each vehicle in the fleet.
- Monitor the database to identify schedule failures and report on maintenance and repairs.

Monitor and improve environmental compliance for school transportation vehicles and facilities:

- Continue to purchase and install devices to reduce engine emissions on all fleet vehicles and to replace older non-compliant vehicles.
- Complete all projects associated with the Clean School Bus USA grants by June 30, 2009, and eliminate pre-1990 vehicles as funding becomes available.

Allocate state resources to support school transportation equitably:

- Maintain procedures and databases to monitor and verify school district transportation needs and distribute available state resources equitably.
- Conduct third-party monitoring of allocations on a continuous cycle to ensure that resources are distributed equitably.

Coordinate the transportation service activities of the SCDE and the eighty-five geographic school districts. Maintain and assist districts in implementing computerized route description and pupil information databases to help local transportation supervisors evaluate and monitor bus routes:

- Have at least eighty-three districts using the database by June 30, 2009.

Promote student safety through the school transportation student safety program:

- Provide information on school bus safety to parents, students, preschool students, and others interested in school bus safety, providing materials and hands-on instruction via SCDE staff and state troopers.
- Conduct pedestrian safety training for elementary students statewide in coordination with the Department of Public Safety.

Administer the School Bus Driver's Certification program:

- Train and test new bus drivers and provide recertification training and testing for existing drivers, including physical performance requirements.
- Monitor bus driver training and certification.
- Improve bus safety, reducing the number of reportable school bus accidents per mile each year.
- Administer a program to support districts requiring all bus drivers to participate in a drug testing program and to have the required driver's license records check, medical exam, and State Law Enforcement Division criminal background check.

Administer a program to require all safety-sensitive personnel to participate in a drug testing program and to have the required driver's license records check, medical exam, and State Law Enforcement Division criminal background check.

Conduct school transportation accident inspection and reporting as needed and maintain records.

7.2 (b): Food service and nutrition programs are efficient.

Division of Innovation and Support

Office of Health and Nutrition Services

Implement statewide the Recall Notification System to reduce the time required for the SCDE and food distributors to respond to product recalls potentially affecting the lives of school children.

June 30, 2009

Conduct biannual mock recalls using the Recall Notification System.

June 30, 2010

Conduct biannual mock recalls using the Recall Notification System.

Continue working with the South Carolina Department of Commerce, the Department of Health and Environmental Control, and private industry to develop a closed-loop tray recycling program.

June 30, 2009

Build partnerships with stakeholders to enable successful implementation of the closed-loop tray recycling pilot program.

June 30, 2010

Based on pilot testing, fully implement the closed-loop tray recycling program.

Support economies of scale that allow districts to provide quality food service programs in times of economic difficulty by nurturing the alliance and the equipment portion of the alliance. Create a flexible structure capable of quickly reacting to rapid changes in the pricing and availability of food and the equipment needed to produce high-quality food products.

Continue working with the South Carolina Department of Agriculture, Clemson University, South Carolina farmers, and the South Carolina Food Policy Council to develop a farm-to-school program in South Carolina.

Ensure that districts and schools are performing in accordance with guidelines established by the U.S. Department of Education, the SCDE, and the General Assembly through on-site monitoring. Provide

financial support to schools and districts through the South Carolina School Nutrition Automated Claims System and interact with local districts to ensure financial solvency while maintaining operations in accordance with commonly accepted accounting practices, U.S. Department of Agriculture directives, and SCDE regulations.

Continue to provide administrative and financial assistance to district leadership, with a minimum expenditure of scarce resources and a maximum of successful results.